DOCUMENT RESUME

ED 311 167 CE 053 011

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TITLE World Perspective Case Descriptions on Educational Programs for Adults: Federal Republic of Germany.
SPONS AGENCY Kellogg Foundation, Battle Creek, Mich.
PUB DATE Aug 89
NOTE 284p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS Acculturation; *Adult Education; *Adult Vocational Education; Agricultural Education; Case Studies; Church Related Colleges; *Continuing Education; Educational Radio; Foreign Countries; *Inservice Education; Medical Education; Open Universities; *Professional Education; Womens Education
IDENTIFIERS *West Germany

ABSTRACT

This document contains the following case studies of West German adult education projects: (1) Counseling Courses in Agriculture (Bugl, Fehrenbach-Neumann); (2) The State Center for Political Education in Baden-Wurttemberg (Schiele); (3) Catholic Educational Organization Rottweil (Muller); (4) Adult Education Center--Herrenberg (Werner); (5) Program for Vocational and Social Integration for Young Turkish Women (Meyder); (6) Professional Training for Medical Specialists (Renschler); (7) Inservice Training for Professionals in the Robert Bosch Corporation (Kilgenstein); (8) Courses by Radio: Case Description of an Open Academic Program for Adults (Schmoock); (9) Continuing Education at the University of Tubingen (Funke); (10) Evening High School Adult Education Center of Reutlingen (Taigel); (11) Center for Continuing Vocational Training Chamber of Industry and Trade (Augsberg and Schwaben Region) (Esmann and Bihler); (12) Continuing Education in Training Companies (Eisenmann); (13) Human Resources and Organizational Development at the Berlin Power and Light Corporation (Guthrie); and (14) Women's Museum Wiesbaden: For a New Cultural-Political Education (Engels and Klein). Each study begins with a "face sheet" on which is recorded basic information about the entity studied and the case study itself. The studies typically describe the setting of the case program; its outcomes (goals and benefits); process (participants, planning, and improvement); inputs into the process (staff, and finances); and history or evolution. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

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ED311167

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: FEDERAL REPUBLIC OF GERMANY

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Guidelines for Contributors

August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy

23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

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*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

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*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
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22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
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24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
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*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
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41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

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2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

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45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
2B/1-10	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24A/1-11	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
2H/1-37	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

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2S/1-12	Professional Other Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
15A/1-11	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15C/1-19	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22C/1-16	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22E/1-13	Health	IRELAND	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*40A/1-42	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
41G/1-13	Health	U.S.A.	Alcoholics Anonymous	Alan B. Knox
45C/1-13	Family Health	YUGOSLAVIA	Nutrition Education	Mara Rupena Osolnik
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5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

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*6D/1-8	Higher	CHINA	A University Without Campus	Lin Jun
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15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
2N/1-9	Leisure	AUSTRALIA	CCE Community Education Program	Bettina Fiegel
2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
19A/1-6	Literacy	HONG KONG	Literacy Program	Grace Mak
21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

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36A/1-8	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
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45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
316A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

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22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
24E/1-10	Other	ITALY	Adult Education in Bologna	Mario Ricci
29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

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*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
6A/1-18	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
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*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

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*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
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2T/1-6	Professional Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
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22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
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29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
30E/1-29	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
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5J/1-16	Professional, Tech.	CANADA	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18	Professional, Tech.	CANADA	CPE Program for Family Physicians	Penny A. Jennett
15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
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29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

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15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
29H/1-16	Professional, Tech.	NETHERLANDS	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16	Professional, Tech.	NETHERLANDS	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19	Professional, Tech.	NETHERLANDS	In-service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
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29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

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*6E/1-9	Workers	CHINA	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
13E/1-6	Workers	FINLAND	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10	Workers	FINLAND	School for Teaching ADP	Markku Suortamo
13G/1-4	Workers	FINLAND	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
16B/1-33	Workers	GHANA	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*20B/1-33	Workers	HUNGARY	Realities of Our Time	Matyas Durko
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29O/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
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36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang

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45G/1-29	Workers	YUGOSLAVIA	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
2X/1-11	Workers Literacy	AUSTRALIA	Workplace Basic Ed. Project	Jude Newcombe, et al.
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15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
22O/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
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36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic

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Update as 8/89

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

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Street Address Postfach

City or Town 7400 Tübingen State or Province

Nation West Germany

2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Counselling Courses in Agriculture

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). B. Agricultutre

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Ministry of Agriculture

6. Basic characteristics of service area

A. 10.000 km^2 geographic size (such as square miles or kilometers)

B. 2 million population (number of people living in area)

C. rural urban/rural (density of population)

15A/1

Continuing Education for Farmers

Due to historical reasons (small family owned and operated farms with mixed production, often part-time operated), nature (weather, ground, limited space), and economic reasons (European Common Market, cheap imports) agriculture in West Germany is a difficult field. This makes it necessary to work hard to intensify the output; this is done by specializing in single products. So agriculture in West Germany is going through a process of change. The basic vocational training in farming, which lasts three years, consists of practical working on a farm in combination with theoretical education in an agricultural school; but to keep the pace with the rapid changes and development in production and economy there has to be an ongoing learning process also for those who have been working in the field for many years. This continuing education for farmers has to regard the specialized and practical interests of the target group (increase in productivity) as well as the limited time available. One way these expectations are met is the "Beratungskolleg", a mixture of individual counselling, work groups in the respective field of specialization, information, and exchange of experience.

15A/2

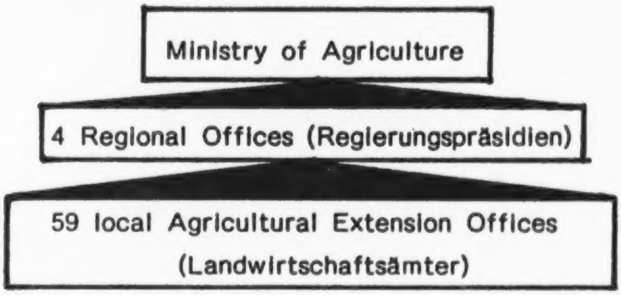
Beratungskolleg für Landwirte
Counselling Courses in Agriculture

Helmut Bugl Dipl. Agr. Ing., Dr. Felicitas Fehrenbach-Neumann*

A: Setting

The Beratungskolleg is offered by the Agricultural Administration of the Tübingen region, one of four regional administrations of the state of Baden-Württemberg. The highest authority for the agricultural education is the Ministry for Nutrition, Agriculture, Environment and Forest. Attached are four regional government offices (Regierungspräsidien), followed by 59 local Agricultural Extension Offices (Landwirtschaftsämter). The total administrative organization is represented in Fig.1.

Fig. 1: Organization of the Agricultural Administration in Baden-Württemberg.


Ministry of Agriculture
4 Regional Offices (Regierungspräsidien)
59 local Agricultural Extension Offices (Landwirtschaftsämter)

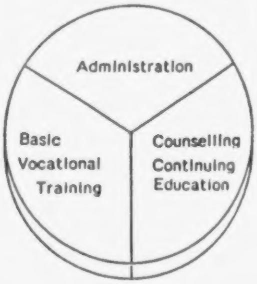
---

*The authors are responsible for the Agricultural Education Department at the Regierungspräsidium Tübingen.

15A/3

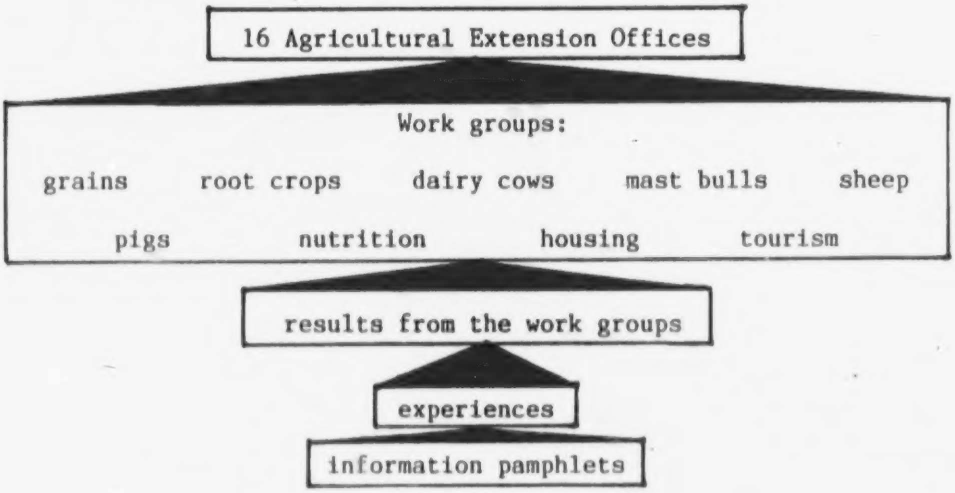
Under the responsibility of the regional government office of Tübingen, there are 16 local Agricultural Extension Offices. The consultation and continuing education takes place for the most part at the Agricultural Extension Offices. Other tasks of these Extension Offices include for example the training programs for apprentices in agriculture and administrative work.

Fig. 2: Tasks of the Agricultural Extension Offices



The Beratungskolleg addresses farmers and their families. In addition to lectures and seminars, they have the opportunity to participate in work groups. The content of the work groups depend on each target group and their individual interests and needs (Fig. 3).

Fig. 3: Organization of the Work Groups for Farmers on the Agricultural Extension Offices Level



15A/4

B: Outcomes

B1: Goals

The consultations strive to meet the following goals:

- a) production:
  to consider the production qualitiy and the profitability of the production from the biological-ecological perspective of the environment;
- b) business:
  to discern the optimal equipment in conjunction with the productions factors soil, labor and capital
- c) socio-economical area:
  to provide help in the decision-making concerning effective improvement of the income and conditions of life for the farmer and his family;
- d) economical area:
  to develop the best possible organizational, work and financial terms for the conditions of the business;
- e) marketing:
  to work towards an effective market understanding and realization.

B2: Results

The income situation of the participants should improve. Optimal production techniques help or reduce expenses and with this, produce a profit. The results, and with that, the fulfillment of the stated goals, can be seen directly in the economical success of the participating businesses. A large number of the participants have been able to alter there production technique and/or their marketing strategy so that a higher income is earned or that by a constant income, the work conditions are improved.

15A/5

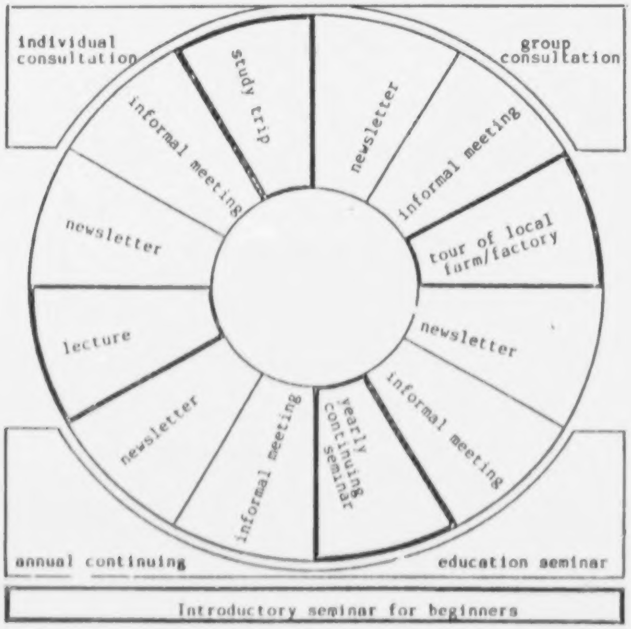
C: Process

C1: Planning

The general planning takes place in the Agricultural Extension Offices. Here it is determined which work groups will be offered and which seminars and lectures will supplement the program. The detailed planning of the work groups is the responsibility of the appropriate advisor whereby the actual content is planned according to the interests of the participants.

Fig. 4 shows the general structure of the Beratungskolleg, Fig. 5, using the work group "Dairy Cattle" as an example, illustrates a typical program for a work group. The participants meet once a month; in the case of the dairy cattle group, the first Tuesday every month; the work group is a permanent offering. The individual themes are often related to the time of the year (see Fig. 5).

Fig. 4: General System of the Beratungskolleg



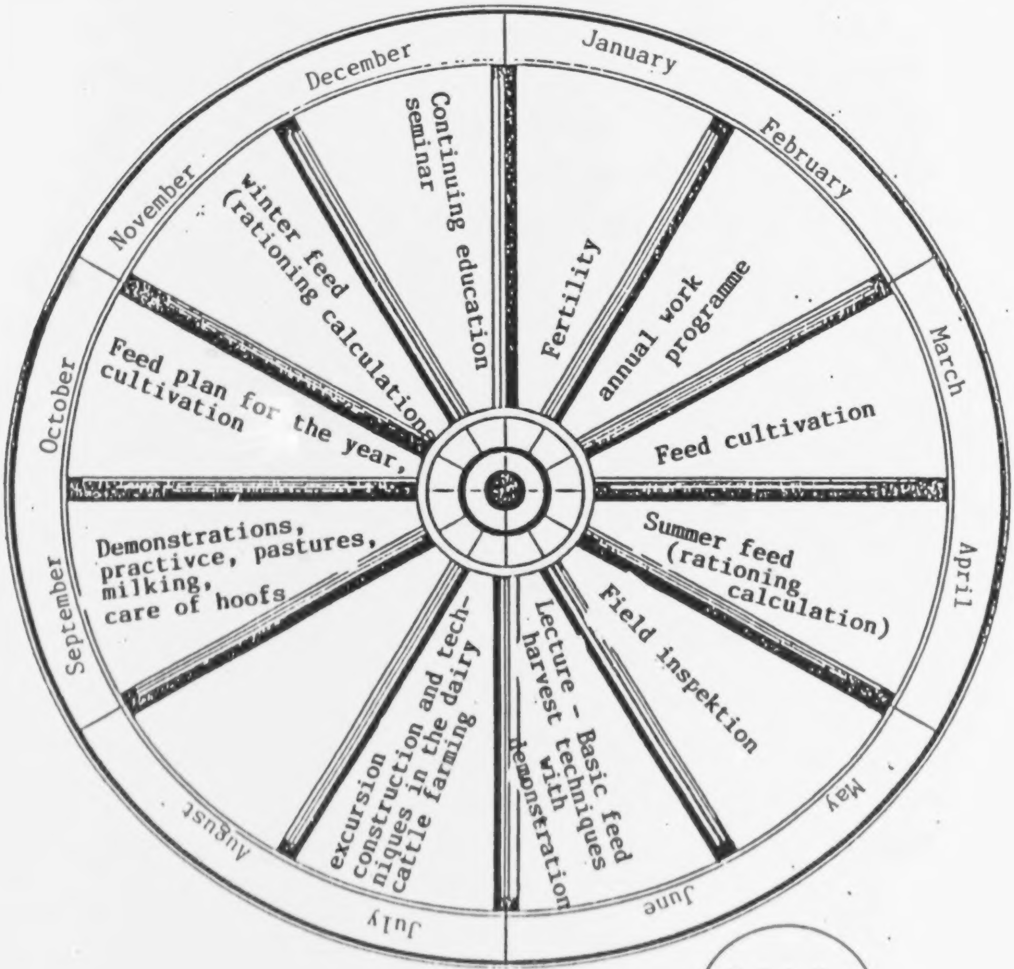
15A/6

Fig. 5: Structure of the work group "Dairy Cattle"

PRODUCTION PROCEDURE: DAIRY CATTLE

Herds of less than 15 cows / more than 15 cows

Prequiste: Introductory Seminar, formation of the Dairy Cattle Work Group on the first Tuesday of each month in Wangen


January
February
March
April
May
June
July
August
September
October
November
December
Fertility
annual work programme
Feed cultivation
Summer feed (rationing calculation)
Field inspektion
Lecture - Basic feed harvest techniques with demonstration
excursion construction and techniques in the dairy cattle farming
Demonstrations, practivce, pastures, milking, care of hoofs
Feed plan for the year, cultivation
winter feed (rationing calculations
Continuing education seminar

Remember: Each first Tuesday in the month is

MILK DAY

"If I must limit the amount of milk, then I will reduce the costs."

15A/7

C2: Methods

Within the work groups the main emphasis is placed on the exchange of experiences and the planning of small experiments within the businesses. The results of these experiments are discussed and recorded in information pamphlets. Theoretical knowledge is made available through worksheets in which the data of existing businesses and results are mainly used, and less often, those of an experimental business.

The main type of media used include overhead projector, blackboards and pinboards. The visits to actual businesses/factories are also very important.

C3: Program Improvement

The program offering is improved through:

- participant's comments and requests,
- the advisor's experiences with the individual work groups.

Likewise, the continuing education of the advisors takes place through work groups of advisors which form groups according to production procedure. In this manner, the exchange of information between the agricultural extension offices on the one hand and the farmers on the other hand is garanteed.

C4: Participation

There are different ways and means to invite someone to participate.

First:

- general invitation through calendars of events, magazines and posters

- personal letter of invitation
- personal invitation as a result of an individual consultation of a participant

Upon joining a group, the participant no longer receives an invitation in that the meeting dates are constant.

Participation is voluntary which means a loss of participants can only be avoided by providing high qualitiy work and programs.

D: Inputs

D1: Participation

At this time there are approximately 20 work groups in the Tübingen region. Each group has between 15 - 20 members, the majority of whom are farmers. These work groups function on a on-going basis with monthly meetings which last 2 to 3 hours.

D2: Staff

The work groups' advisors are staff members of the Agricultural Administration who hold degrees from technical schools or universities. Because these advisors, as mentioned in C3, are involved also in various degree with the basic training of future managers of arms farms and have other administrative tasks to complete, it is difficult to estimate which part of their work is filled with solely advisor works. One advisor should take care of 1 to 4 work groups.

D3: Finances

According to the Agricultural Law, consultation and with that Adult Education must be provided free of charge; this means, that no fees are charged for these services. Costs for personnel and materials are covered by the State. Equipment such as screens, slides and over-head projectors, flipcarts are likewise property of the State. Rent is not paid for the meeting space because most extension offices have access to school rooms or meet at local restaurants which provide the facilities free of charge.

The worksheets and information pamphlets are based on experiences and related informative materials.

E: Development

The idea of using work groups arose at the end of the 1970ies out of the necessity to make consultation activities more productive. It became clear, that the continuing education of the farm managers including the cooperating family members can only be productively offered by advisors who are specialists in that field. This is especially true for agricultural enterprises with a high degree of specialisation.

Therefore, farmers interested in an intensiv consultation should have the opportunity, through each Extension Office, to increase their knowledge in monthly work groups.

The high level of knowledge and the practical experiences of the specialized farmers can be transferred quickly from farmer to farmer to the practical work on the farms. The advisors of these groups present the participants important knowledge and information in the form of easy to read, attractive information pamphlets. In the future these information pamphlets can be stored with the help of a computer system and the farmers will be able to recall them through electronic mail.

In this manner, the new information from the praxis for the praxis will be always available and can be hold on the newest information level.

15A/10

The break-through of this work group idea took place in the beginning of the 1980ies.

F: Influences

The increasing technology in the agricultural business and the related costs have led to the point that the agricultural businesses must specialize more and more in one branch of the business. This means that the manager of the business must first of all gain the specialized knowledge and then must continually receive the most up-to-date information.

In order to be able to cover the need for special knowledge from the perspective of those offering the consultation, a reorganization of the continuing education - the Beratungskolleg System - as well as a specialization of the advisors for certain production procedures was necessary.

As a result of this the Beratungskolleg offers the farmers the opportunity, upon completion of their basic training, to systematically and continously expand their knowledge. This occurs in the form of work groups where farmers, under the guidance of advisors, meet and exchange their experiences.

G: Other

In our case the adult/continuing education aims to facilitate direct and praxis-related information to the farmers and their families. In this way, our program distinguishes itself from for example, the Adult Education Centers (VHS) which is more involved in the general education and knowledge. Our program offering is to be seen more from the perspective of the goals of the Agricultural Law; that is, to stand on the side of the farmers through consultation for the best possible development of their business.

Face Sheet
World Perspective on Adult Education

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(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

The State Center for Political Education in Baden-Württemberg

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). K. Citizen

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

State Center for Political Education

6. Basic characteristics of service area

A. 40.000 km^2 geographic size (such as square miles or kilometers)

B. 9 million population (number of people living in area)

C. mixed urban/rural (density of population)

15B/1

LANDESZENTRALE FÜR POLITISCHE BILDUNG
BADEN-WÜRTTEMBERG

The State Center For Political Education in Baden-Württemberg

Dr. Siegfried Schiele*

A: Setting

The State Center for Political Education is an institution of the state of Baden-Württemberg under the jurisdiction of the State Ministry whose purpose is the strengthening and dissemination of ideas of free democratic order. It has a board of trustees consisting of 16 representatives of the state parliament and a further 7 consultants who supervise the program of scheduled events and publications. The headquarters of the Institute is located in Stuttgart.

Around 800 events are organised every year for the residents of Baden-Württemberg.

2 different types of events are offered:

- events which are open to all citizens of Baden-Württemberg, especially those without an organised access to political education; these events are listed in an annual program.
- events for the members of special groups and organizations

---

*The author is director of the State Center for Political Education.

Besides these events for smaller groups, conferences and congresses are organised (e.g. a Women's Congress in 1986) as well as the campaign "Politics in the Market Place".

B: Outcomes

B1: Goals

The State Center promotes and reinforces political education in Baden-Württemberg independent of political party affiliations. It attempts to disseminate and strengthen the idea of a society based on the fundamental principles of freedom and democracy. It does so by means of events, activities, and publications.

The didactical principles are:

- controversial viewpoints have to be presented as such
- participants are not to be indoctrinated
- the event has to be politically balanced
- the interests of the participants have to be considered

These principles are formulated in a common guideline established by political educators of different political backgrounds.

There always exists a need for political education which cannot be satisfied by the State Center on its own. So one of its main tasks is to develop model projects and new methodological and didactical ideas which can be used by other institutions such as church-related adult education institutions and local Adult Education Centers.

B2: Benefits

Half of the programs are offered together with other educational organizations. Hereby these organizations benefit from the center's professional competency in political education.

Empirical evaluations do not exist because there is no suitable indicator for the result of political education. The only indicator is the articulated interest of the people who attend the seminars. Experience shows, however, that many people maintain their interest in politics after they participate in one of the center's programs. Furthermore, a strong citizen involvement stabilizes democracy.

C: Process

C1: Planning

The actual program planning is done by the respective head of department (see organizational plan) in cooperation with the director and the lecturers.

C2: Methods

Learning is organized mainly in seminars of several days. Other types of events are lectures, lecture series, exhibitions and educational trips.

Besides traditional methods there is always a need for new motivating and animating methods. Thus audiovisual aides (slides series and films

as well as didactical-methodological materials such as "Basic Civics" which can be used by various adult education programs are developed.

The Center publishes 3 magazines:
- "The Citizen and the Government" appearing quarterly, deals with current political issues;
- "Civics Classes", appearing quarterly, deals with the structure and form of civic lessons;
- "The German Question in Class", appearing triannually, deals with the common historical and cultural heritage of East and West Germany.

The Center maintains a specialized library open to the public with approximately 20,000 volumes.

C3: Improvement

The performance of program staff is improved by seminars in which information is given about new methodological and didactical ideas in adult education.

D: Inputs

D1: Participants

Around 36,000 people take part in the events and activities of the State Center every year.

The breakdown of participants is as follows:

sex	1983	1984	1985
male	54%	56%	52%
female	46%	44%	48%

age	1983	1984	1985
under 20	10,2%	5,1%	5,9%
21 - 30	25,8%	20,2%	23,9%
31 - 40	25,2%	29,8%	24,9%
41 - 50	22,0%	22,4%	23,9%
51 - 60	9,1%	12,9%	10,7%
over 60	7,5%	9,6%	10,7%

Special target groups to be addressed in the future:

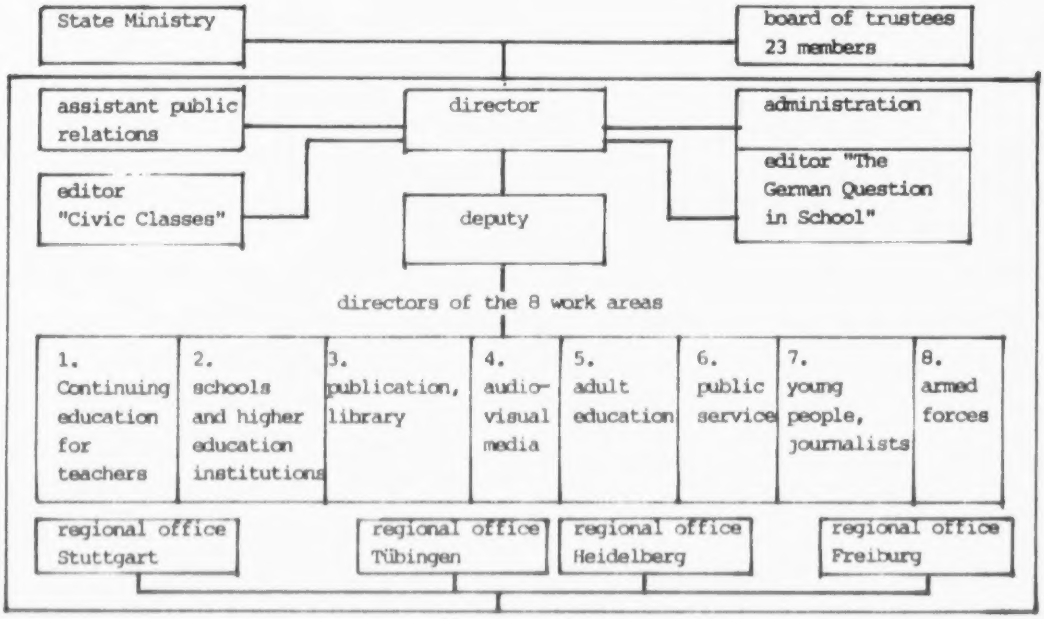
- unemployed young people
- women
- families
- handicapped
- foreigners

D2: Needs

If a problem or educational need emerges, the State Center tries to meet it: so there are special seminars for unemployed young people; also special seminars are developed for dealing with issues related to new technology.

D3: Staff

Organizational Plan


State Ministry
board of trustees 23 members
assistant public relations
director
administration
editor "Civic Classes"
deputy
editor "The German Question in School"
directors of the 8 work areas
1. Continuing education for teachers
2. schools and higher education institutions
3. publication, library
4. audio-visual media
5. adult education
6. public service
7. young people, journalists
8. armed forces
regional office Stuttgart
regional office Tübingen
regional office Heidelberg
regional office Freiburg

1 deputy who is as well a head of the department

8 heads of department: Each department is responsible for a different target group such as teachers, pupils and students, adults, people in the public service, young people and journalists, armed forces; one department is responsible for publications and one for audio-visual media education

15B/6

4 heads of the branch offices: There are four regional branch offices in Stuttgart, Heidelberg, Tübingen and Freiburg which are responsible for their respective governmental districts

4 assistants who work part-time (50%), one in each branch office

All of these have a university degree

About 20 administrators and secretaries

300 to 400 lectures (free-lance workers)

D4: Content

(a) current issues

(b) central political issues, such as

- foreign policy
- domestic affairs
- human rights
- securing the peace

Seminars according to subject group:

subject group	1983	1984	1985
Political System of the Federal Republic of Germany	42%	49%	44%
Political Theories; Political Systems of other Countries	7%	17%	16%
International Politics	14%	17%	14%
Contemporary History	28%	7%	11%
Didactics and Methodology	6%	6%	4%
Rhetoric	3%	4%	5%
Basic Civics	-	-	6%

In 1986, the Center sponsored approximately 600 seminars and 200 lectures, three temporary exhibitions ("Nature and Environment", "Problems of the Future", and "Living with Foreigners") which were available to be loaned out, and the campaign "Politics in the Market Place":

In this campaign, one town is selected for an intensive two-day program designed to inform the local citizens of the State Center's programs and to interest them in politics. The information stands are built in the market place, at the main stand representatives from all the political parties and levels (European, federal, state, local) are available to talk with the people and answer questions. Other stands including one which offers information about the State Center, are set up according to need. A special effort is made to reach those people (i.e. workers, housewives) who do not usually participate in such activities. It is important that various events, such as political competitions, seminars for students and teachers, or films take place prior to this two day event. Through these events and related press coverage, the public is made aware of the State Center and "Politics in the Market Place." Follow-up work is equally important. The State Center does not leave the area after these two days, but rather continues its work by offering workshops and seminars for interested citizens.

Examples of Programs offered

Seminars:

"Many Road Signs - But No Way Yet?" (relationship of technological progress, ecology and ethics) - three days, 35 participants

"Work is Only Half of Life" (relationship of work and leisure time in light of the fact that technical progress will reduce the individual work time.) - three days, 35 participants

"New Media Concrete: the Cable Television Pilot Project Ludwigshafen" (for members of the German Womens Consortium and the State Womens Council.) - two days, 25 women

"The Future Has Already Began" (actual developments in society, economy and media). Joint seminar with the Christian Communications Labor Union. Two and half a days, 30 participants

"New Media = New Focus + New Sound. How do we deal with cable and private radio?" (for trainees of a local corporation (AEG)). Repeated five times; four days.

"40 Years After End of World War II (Joint seminar for teachers with an Adult Education Center) - two days, 40 teachers

"Epochal History in Film: the Golden Fifties" (for the general public) - two and a half days, 35 participants

"Nazi-Time and Persecution in Germany" (for members of the military) - six and a half days during a span of several weeks, 50 soldiers

Preparation of a journey of a youth group to Shavei Zion (Israel) to meet the same age group whose families had to escape from Germany during the Nazi time

Publications and Materials

"Japanese Myth" and "Technological Revolution and its Impact" were the main themes of two issues of the "The Citizen and the Government"

"May 8, 1945," a classrooom guide for teachers addressing the discussion of this historical data (end of World War II). Within a few days, the 25.000 copies available were sold out.

"The Local Newspaper. Development and Organization - Change of Function and Technology - Freedom of Press and the Journalist's Responsibility." Slide series, joint effort with the State Library and State Photographic Archives

"Europe Puzzle" - was designed and created, consisting of 71 pieces, 12 country, 42 cultural maps, 3 maps for the EC centers, and national flags.

D5: Finances

The State Center is financed completely by the state of Baden-Württemberg. The annual budget is 5.000.000 DM; 2.000.000 DM of which are spent for personnel. The programs are offered free of charge for the participants as a public service.

D6: Facilities

The headquarter is located in Stuttgart but there is no room for seminars there. Seminars are held in suitable locations in different areas of Baden-Württemberg. In the near future the State Center will get a new facility suitable for seminars and lectures.

E: Evolution

In 1945 after the end of the Nazi regime and the Second World War, an awakening of public spirit in the German population and a democratic recovery seemed necessary. Several organizations were formed to develop the political education in Baden-Württemberg.

In 1972 "The State Center for Political Education" was formed out of these older organization. It grew from a private institution into a governmental one, but has remained politically independent.

F. Influences

There have been very few influences - neither negative nor positive - during the past few years. The conditions have remained stable since the foundation in 1972, while funding and staff have been slightly increased. The methods have been refined and the Center is working to move out of the "educational ghetto" and address all segments of the community. Stability is the main principle.

G: Other

The State Center is a governmental institution which cooperates with other public or private educational institutions. There are 200 educational institutions in Baden-Württemberg with political education consisting of 10 to 50 per cent of their program emphasis.

The State Center is a service institution which offers publications, new methods and a yearly conference to the other organizations. At this conference the State Center comes to know which societal requirements and political problems are important for its partners and can react and plan accordingly.

15B/11

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Peter Müller Phone number 0741/246-119

Organization Katholisches Bildungswerk

Street Address Königstraße 47

City or Town 7210 Rottweil State or Province

Nation West Germany

2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Catholic Educational Organization Rottweil

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). H. Health I. Family J. Personal M. Other (Religious)

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Catholic Church Rottweil

6. Basic characteristics of service area

A. 5.000 km^2 geographic size (such as square miles or kilometers)

B. 200.000 population (number of people living in area)

C. mixed urban/rural (density of population)

15c|1

Educational Work of the Churches

Adult education in West Germany is organized on a pluralistic basis. This means that non-government or "free" groups can independently determine their specific educational concepts and develop their own programs. The Protestant and Catholic Churches play an important role within this pluralistic system.

The courses offered by the Churches go beyond topics dealing narrowly only with religious instruction. This stems historically from the situation after World War II in West Germany. The Churches sought to provide a new responsibility in the world and for the world and were deliberately open to the needs of a pluralistic society. The educational work of the Churches can be understood as a chance for dialogue open to everyone willing to explore socially relevant issues. The Churches have attempted to experience and meet new ways of understanding and to find possibilities for common action.

This significance of this work can be seen in numbers. In 1982 a total of more than 10 million participants took part in 250.000 classes; the Protestant Church offered 117.000 classes with 3.425.000 participants, the Catholic Church carried out 122.000 classes with 6.281.000 participants.

In 1982 courses were offered in the following main fields:

20 - 25%	philosophy, religion
18 - 22%	educational and school issues, parent and family education
18 - 20%	literature, art, history of art, media
10 - 14%	health, gymnastics, hygiene, home economics
10 - 13%	politics, contemporary history
6 - 11%	creativity and leisure time activities

Both Churches have established an effective infrastrucutre in adult education at the local, regional, state and federal level. One of the concerns of the following case description will be to illustrate efforts to coordinate the educational efforts at the different levels.

Catholic Educational Organization Rottweil

Peter Müller, Dipl.-Theol./Dipl.-Päd.*

A: Setting

The following case description deals with the educational work of the Catholic Church in the regional government of Rottweil. It is a predominantly rural area dotted with villages and small industrial towns about 100 km southwest of the major industrial and administrative greater Stuttgart area and covers an area of about 40 km in diameter. "Das Katholische Bildungswerk Kreis Rottweil e.V." is a registered association which was founded in 1972. Legally it is an independent Church educational organization in the regional government area of Rottweil. It is at the same time, a member of the educational association of the diocese Rottenburg-Stuttgart and thus integrated in the extensive system of the Catholic Church's adult education organizations. The diocese covers a much larger area than the regional government of Rottweil.

The working field of the Catholic Educational Organization covers the area of the regional government for Rottweil as well as bordering Church communities which belong to the Rottenburg-Stuttgart diocese. The association has to provide a sufficient educational program for the Church communities and other Church organizations. It does so

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* The author is the director of the described institution.

(1) by supporting the about 50 local Church communities to prepare their educational programs by serving as a mediator between these local programs and the educational organizations of the diocese,

(2) by developing relations with other educational organizations within this area and

(3) by offering its own courses.

B: Outcomes

B1: Goals

The fundamental purpose of an "open adult education program" with the Catholic Church as provider is to deal with the questions, interests, needs, problems and conflicts of adults in various areas of life (marriage, family, job, leisure time, religion and church life, politics, etc.). This should enable "people to better perceive, grasp, work upon and to solve these questions on the basis of the gospel and belief of the Church." ("Fundamental goals of the Catholic Educational Organization in Rottweil")

B2: Benefits

Adult education within the framework of Church providership has the following aims:

- It is people-oriented and deals with their concrete living situation, their experiences, questions, interests and concerns in individual areas of life.
- it attempts to give participants the opportunity to experience their particular situation, to give them a chance to reflect on it, to discover their own abilities and to recognize their own limits as questioners looking for answers.
- It wants to make a specific kind of "learning" possible, a learning which treats humans as whole beings. This kind of

learning is not restricted to cognitive knowledge, but instead deals with humankind, with his/her understanding and feelings, his/her values and attitudes, his/her behaviour and his/her abilities.

- it openly invites believing, questioning and doubting people to inform themselves and discuss various questions of life and belief.
- it aims to bring about changes, that means it is goal oriented. The aims (i.e. self-fulfilment, partnership communication, conflict capabilities, gospel orientation ...) provide the framework for local planning.
- it attempts to create a receptive atmosphere in courses and events which activates the participants and motivates them to open discussion.
- it reaches out for cooperation with other local organizations and providers from the Church, state and community.
- it offers regular and continuing programs using qualified co-workers.
- it offers voluntary co-workers assistance for their work in the church educational organization.

These aims and demands are being approached gradually in both short term and long term programs. Most important components for the realization of the goals are the cooperation with the local Church communities as providers of programs, the teachers and participants, a continuing education of co-workers and a biannual program of events and courses, which is brought out every six months ("Adult Education Newsletter").

C: Process

C1: Planning

Structure of the Catholic Education Organization:

(1) The General Assembly is composed of:

- one chosen representative from each local Church community council, who is to look after adult education.
- instructors and chosen representatives of other relevant Church educational bodies (not regionally determined).

The purpose of the General Assembly is to choose the basic goals for adult education and to decide on the main areas of emphasis at any particular time. The Executive Committee, the director and the manager are responsible to this body.

(2) The Executive Committee consists of a chief executive, two equally empowered vice-executives and four committee members. They are chosen from the General Assembly for a period of three years. The director and the manager advise and support the executive committee.

(3) The director is in charge of the conceptual planning with regard to its contents of the Catholic Education Association. The manager looks after the administrative tasks (financing, statistics, organization) and is chosen by the executive committee. Both are paid officials.

(4) Instructors, local community leaders from various groups (women, family circles, mother-child-groups, senior citizen clubs etc.) and other co-workers are involved in the organization and planning of various projects from the educational organization.

C2: Fun~~k~~ctions

The Catholic Education Organization aspires to realize its set goals through three different roles: by offering its own programs, by serving as a mediator between the local and the diocese level and by cooperating with other local and regional educational groups. The self-offered programs will be discussed in D4.

(1) Mediator

The organization functions as mediator between the educational organization of the diocese and the local Church communities. It supports the work of these communities including Church kindergartens and other clubs and groups through the following means:

- a wide spectrum of educational programs, prepared by and available through the educational organization of the diocese (single lectures, lecture series, courses etc.) in the following eight areas: belief and church; marriage; family life, occupation and work; economics, politics and law; leisure time; media and communication; special life situations.
- by providing qualified instructors for the various selected programs.
- by providing various materials, technical equipment (film projectors, slide projectors) which are required, and by printing the program newsletter.
- by obtaining and administrating available financial support, which is provided by the state government and the diocese Rottenburg-Stuttgart on the basis of courses and programs which are actually held. In order to obtain this additional support, the Education Organization has to provide statistical proof of its program and the number of participants, a system which is measured in so-called "educational units" (Bildungseinheiten). One such unit is 45 minutes.
- by providing and evaluating various materials and ideas for the different people involved in adult education in the diocese and by enabling an exchange of ideas amongst the various levels of the organization.

The mediator function is based on the subsidiary principle. Local organizers should arrange and carry out their own offers in the area of adult education with the support of the Catholic Education Organization. It is up to the local organizers to plan and shape the selected programs which they wish to offer.

A major point of emphasis within the mediator role is the readily available program service for local educational organizations. The Catholic Educational Organization offers a wide spectrum of program suggestions in various forms to the local Church communities within its region.

Here is one example which should clarify the working modes of the organization:

Planning-Committee Adult Education (This is a local committee in each of the Church communities which is responsible for the planning and organization of adult education programs)

The committee meets to discuss the shaping and topics which have been discussed recently in the Church community. This "think tank" situation challenges the members of the committee to be sensitive to the concerns of people in the Church community and to gather ideas which are interesting in relation to the following considerations:

- societal questions, interests and problems
- religious/church questions, interests and problems
- personal and family questions, interests and problems
- practical and creative activities
- contemporary interests in the Church community which could be topics for a specific program

The process of idea collecting is in itself not a program, and not every idea can be turned into a concrete program. The committee has to choose and to decide on preferences. The criteria here are: regarding the local situation - which of the collected questions are important for which groups? What are our goals? Which group, topics and contexts are important for us? How much can we achive in the alloted time? Where can we start?

Once these questions have been answered, the committee can turn to the already available catalogue of topics and concrete programs. The Educational Organization acts as mediator and offers course directors and instructors for registered programs. The course administrator discusses further methodological and didactical questions with these instructors. The local administrator is responsible for the appropriate publicity including invitations, posters and the yearly program. After a specific course or event has taken place the Educational Organization is responsible for preparing the necessary participant statistics and looking after the financial side of the program (fees, filling out forms required for certain subventions etc.). Then follows a content and presentation related feedback session in the committee together with the course instructor. This is often the first step for the planning of the coming semester.

Principally speaking the described planning steps are the same whether we are dealing with a women's group, a senior citizen's club or with the continuing education of a professional nursery school teacher or the adult representatives in the Catholic kindergarten itself.

(2) Relationships with external groups and organizations

The Catholic Educational Organization is one of several educational organizations in the region. Therefore it is of great importance that an exchange of ideas and other forms of cooperation between church and secular organizations takes place. This task includes:

- contact and cooperation with other adult educational groups (including church, state and regional organizations).
- representation and presentation of the Catholic Educational

Organization's work to the general public.

- presentation of the programs, goals and activities of the Catholic Educational Organization in the regional government area.

The concrete shaping of the relations with organizations outside of the Church providers and institutions has many goals:

Firstly, it is in the interest for the representation and presentation of church-based adult education.

Secondly, contacts result in a variety of relationships with different organizations at different commitment levels (getting-to-know each other, simillar problems, working together on committees, information exchange, agreements).

Thirdly, the discussion with external providers often leads to the creation of cooperative projects. The regional government, for example, as responsible provider has transferred the handling of a government program which offers financial support for single mothers to the Catholic Educational Organization.

Fourthly, there are overlapping interests with other functions, such as the mediating one.

It is impossible in this short space to fully discuss all aspects of greatly varying relationships between Church and external adult education organizations. A key-word list of the major activities in these areas in the last few years must suffice:

(1) Cooperation with other providers - including the German Lutheran Church, the Adult Education Center (VHS), the Historical Society, the Health Office, private groups and corporations.

(2) Public relations and presentation of adult education.
   - presentation of the program and selected programs, announcement

15C/10

of individual events and reports about them in the press.

- written yearly report which includes a listing of selected programs according to topic and where courses etc. take place. This report is distributed to the members, the Church community, mayors' offices, city officials.
- the Adult Education Newsletter is used as a major means of public relations and publicity.
- exhibitions for example with local banks.
- special selected programs i.e. Fasting Week in Rottweil (twice a year). Working with single-parent families. Educational holidays.

These selected programs are well publicized in the local press and help to make the work of the Educational Organization well-known, which in turn increases the number of potential new participants.

C3: Improvement

Example: Training and Advanced Training for Instructors and Administrators

The Catholic Educational Organization offers a variety of activities especially directed towards the needs of voluntary workers in the form of day seminars, courses and exchange of experiences. Specifically, the following courses are offered at regular intervals in order to better qualify all workers in the different areas of adult education.

Instructors:

- learning and working with adults. Methods in adult education. (3 weekends)
- creative and activating methods
- leading and directing discussions
- concentration exercises and discussion methods
- topic oriented offers
- yearly course instructor's meeting
- working groups which deal with specific life situations.

Co-workers in adult education representing communities, clubs and other groups:

- planning and organization of a community oriented adult education program (see description above)
- public relations and publicitly - how?
- leading and directing discussions
- exchange of ideas for workers in senior clubs, women's groups, mother-child circles, or ...
- group pedagogical courses (1-2 Weekends)

Job accompanying selected programs for nursery school teachers in kindergartens:

- planning, organization, didactics and methods in work with parents and families
- further education in theologial and religious pedagogical questions
- "I am I" - selected courses in self experience, communication and teamwork

Observations and Difficulties

The training of unpaid workers is an extremely complex field, where it is necessary to compare and evaluate the situation of each particular person, his/her previous qualifications and the way he/she got involved in this kind of work as well as the relation of his/her office to the rest of the organization and community at large.

This leads to problems which can't be solved without a certain level of demand in terms of didactic and other qualities on the part of the Educational Organization in order to carry out its program. Still more than a few community organizers feel themselves unable to go beyond the minimal level of necessary organizational problem solving. Still the proper running and further development of Church-provided adult education can not be wholly derived from experience and everyday knowledge (common sense).

The instructors come from all walks of life, but many of them are school-teachers in their main profession. This group has special problems when teaching adults. They feel themselves confident in terms of the didactical methods which they acquired and use in the school with children. Despite this feeling of confidence their competence in school education cannot simply be transferred to the situation in adult education. Instructors most often underestimate the principle of voluntary participation, the variety of learning experiences and problems which adults bring with them and the necessity of carefully using participant oriented methods as a means of learning and working.

The underlying causes for this behaviour are mostly deeply rooted - negative experiences with so-called "open methods", insecurity about certain topics and methods, falsely understood demands, the attempt to handle a topic "scientifically" and completely, unconscious continuation of teacher-pupil roles. This is also one of the reasons why too few teachers visit training course dealing specifically with these problems.

C4: Participation

Participants are primarily reached through the publication of the Newsletter which has a circulation of 3,000 and is distributed directly to Church and local offices where it is available to the general public. Additional publicity work is carried out through presentation of the complete program as well as notices concerning selected programs in the local newspaper and official community newspapers, which are an important source of events in West Germany. This manifold means of publicity is quite demanding but the interest in the program and the positive image of the Educational Organization can be seen in the results.

D: Inputs

D1: Participants

Which part of the public are we trying to reach with our program?

Local adult education institutions have primarily something to offer to the needs of the local community. This offer includes specific topics of interest as well as group oriented themes - topics aimed for example at parents with pre-school children, topics of specific interest for senoir citizens. The same is true of trans-regional programs, whereby most of the courses are group oriented. The following groups are important:

- young adults who are looking for orientation
- young engaged couples, who wish to prepare themselves for married life
- couples, who are looking for new impulses or help
- parents/families with children of various ages, who are trying to develop a better relationship to their children
- parents and youths involved in intergenerational conflicts
- singles and single family parents, who need help in meeting other people
- older people, who need to experience the opportunities offered to them in a new life situation
- women, who meet in groups and want to plan their own program
- workers, whose problems have to be taken seriously
- local co-workers, course instructors and planners, in order to gain the courage to discover their capabilities, how to use them and to develop them further
- all people who have questions about faith and life in general and who are looking for the opportunity to reflect and discuss with others in similar situations

D2: Needs

Adult education under Church-providership is a major task for the Church in a pluralistic society. In recent years the importance of this task has been formulated in a number of Church working papers. The Church wants to provide orientation, learn and living help on the

the basis of the Gospels and on the basis of a Christian understanding of humankind and the world. It isn't always easy to rise to the demands of these goals.

The presented case description describes one possibility, how these goals can be transformed into the practical realitly of Church based adult education in a pluralistic society.

D3: Staff

(a) Whereas the numbers of the Assembly and the executive committee carry out their tasks in a voluntary capacitly, the director and the manager are paid officials.

(b) The director is at present supported by one co-worker and one secretary. Both employees are employed on a half-time basis.

(c) Instructors, local community leaders from various groups and other co-worker may work on either a voluntary or paid basis (per hour of teaching).

D4: Content

Corresponding to the situation in the regional government area of Rottweil and the situation of the local organizers, the Catholic Educational Organization plans and runs its own program in addition to its mediating role and the coordination work with other groups. This includes:

- training programs and continuing education courses for voluntary workers in Church communities and other groups. Included here are also parallel courses for example for nursery school teachers in church kindergardens (compare C3).
- regional courses for perspective groups whose Church community is generally too small to be able to organize their own courses.
- offers to specific groups after discussion with their local organizers suggesting new or model programs.

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The independent program (with the exception of the offers for co-workers) is planned for a period of six months. It has appeared since August 1982 in form of an Adult Education Newsletter. The offers are divided into five areas of life:

- marriage and family
- church and society
- creativity and leisure time
- health
- active retirement.

Traditional and contemporary topics in each of these areas are dealt with in different forms (lectures, lecture series, seminars, courses, educational trips, working circles, one day seminars, weekend seminars and intra-generation programs).

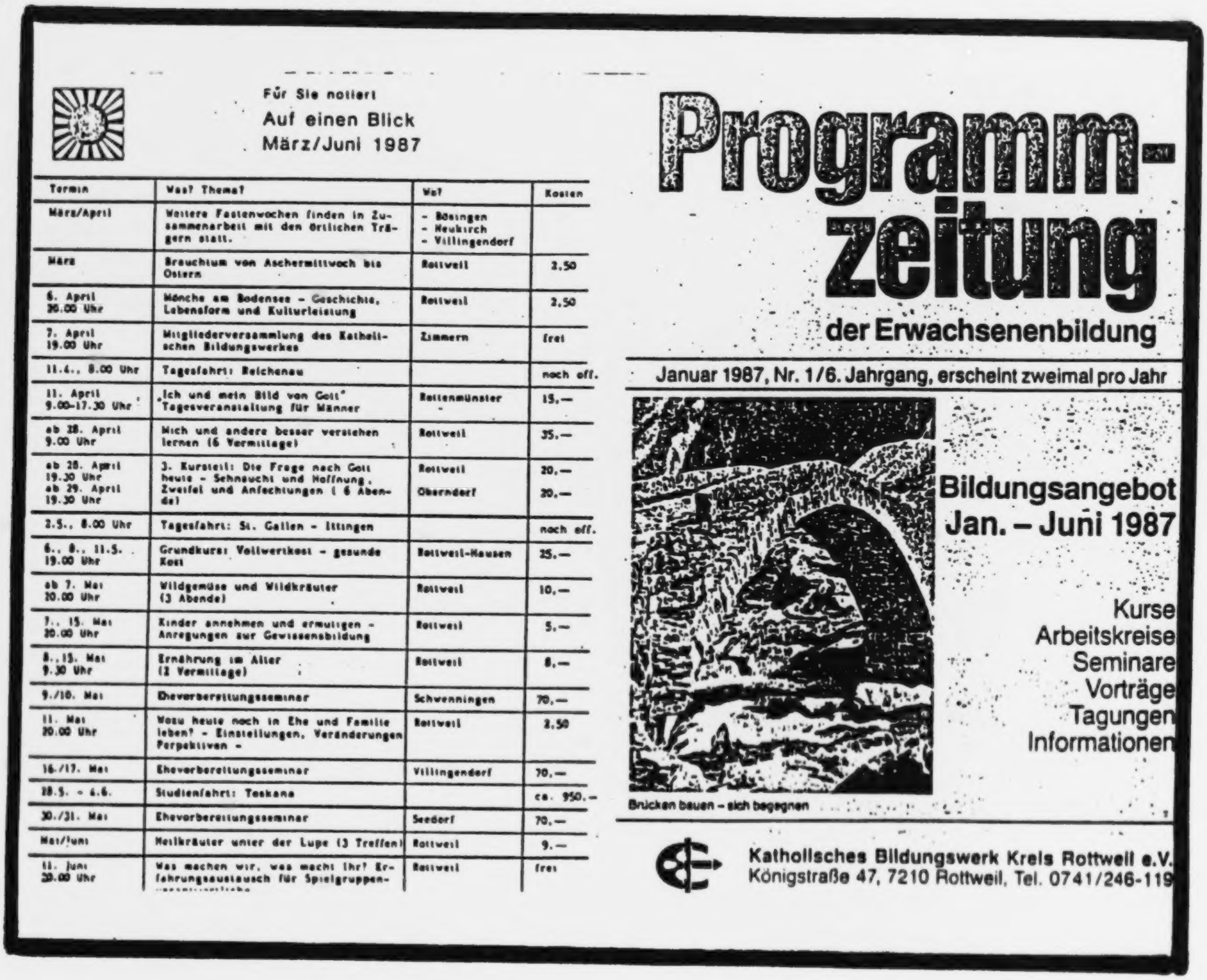
The bi-annual Program-Newsletter is prepared in the following way:

- one person is responsible for each of the described five areas dealt with by the Catholic Educational Organization. The director coordinates with each person and other course instructors the selected program every six months.
- the basis for the program are: situation of potential participants (for example current religious considerations, societal concerns, political or pedagogical interests, the Educational Organization's goals, qualified instructors, feedback from previous selected programs, participant's suggestions, space problems (when and where rooms are available) and the financial considerations.
- the program's layout is presented by the administrator to the representative committee of the Catholic Educational Organization where it is discussed and approved of in principle. Later changes and changes in emphasis are possible.

Observations and Difficulties

- Only 2 of the 5 areas are looked after by people individually

Example of the Program-Newsletter



Für Sie notiert

Auf einen Blick

März/Juni 1987

Termin	Was? Thema?	Wo?	Kosten
März/April	Weitere Fastenwochen finden in Zusammenarbeit mit den örtlichen Trägern statt.	- Bösingen - Neukirch - Villingendorf	
März	Brauchtum von Aschermittwoch bis Ostern	Rottweil	2,50
6. April 20.00 Uhr	Mönche am Bodensee - Geschichte, Lebensform und Kulturleistung	Rottweil	2,50
7. April 19.00 Uhr	Mitgliederversammlung des Katholischen Bildungswerkes	Zimmern	frei
11.4., 8.00 Uhr	Tagesfahrt: Reichenau		noch off.
11. April 9.00-17.30 Uhr	„Ich und mein Bild von Gott" Tagesveranstaltung für Männer	Rottenmünster	15,—
ab 28. April 9.00 Uhr	Mich und andere besser verstehen lernen (6 Vormittage)	Rottweil	35,—
ab 28. April 19.30 Uhr ab 29. April 19.30 Uhr	3. Kursteil: Die Frage nach Gott heute - Sehnsucht und Hoffnung, Zweifel und Anfechtungen (6 Abende)	Rottweil Oberndorf	20,— 20,—
2.5., 8.00 Uhr	Tagesfahrt: St. Gallen - Ittingen		noch off.
6., 8., 11.5. 19.00 Uhr	Grundkurs: Vollwertkost - gesunde Kost	Rottweil-Hausen	25,—
ab 7. Mai 20.00 Uhr	Wildgemüse und Wildkräuter (3 Abende)	Rottweil	10,—
7., 15. Mai 20.00 Uhr	Kinder annehmen und ermutigen - Anregungen zur Gewissensbildung	Rottweil	5,—
8., 15. Mai 9.30 Uhr	Ernährung im Alter (2 Vormittage)	Rottweil	8,—
9./10. Mai	Ehevorbereitungsseminar	Schwenningen	70,—
11. Mai 20.00 Uhr	Wozu heute noch in Ehe und Familie leben? - Einstellungen, Veränderungen Perpektiven -	Rottweil	2,50
16./17. Mai	Ehevorbereitungsseminar	Villingendorf	70,—
28.5. - 6.6.	Studienfahrt: Toskana		ca. 950,—
30./31. Mai	Ehevorbereitungsseminar	Seedorf	70,—
Mai/Juni	Heilkräuter unter der Lupe (3 Treffen)	Rottweil	9,—
11. Juni 20.00 Uhr	Was machen wir, was macht Ihr? Erfahrungsaustausch für Spielgruppen-	Rottweil	frei

Programm-zeitung

der Erwachsenenbildung

Januar 1987, Nr. 1/6. Jahrgang, erscheint zweimal pro Jahr

Bildungsangebot

Jan. – Juni 1987

Kurse

Arbeitskreise

Seminare

Vorträge

Tagungen

Informationen

Brücken bauen – sich begegnen

Katholisches Bildungswerk Kreis Rottweil e.V.

Königstraße 47, 7210 Rottweil, Tel. 0741/246-119

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responsible for "their area". The director still looks after the other three areas working together with instructors.

- at present a satisfactory feedback system is missing for the evaluation of selected programs by participants which would allow us to recognize their learning experiences and continuing interests.

- too much time is lost and too much friction exists due to lack of organizational expertise. Problems include the registration procedures, publicitiy work, and the planning phase of the work.

D5: Finances

The offers are financed through course fees paid by the participants as well as financial support provided by the state and local government in the form of educational subvention plans and funds provided by the diocese. The financing is discussed and insured through the General Assembly and through the preparation of an operating budget.

E: Evolution

The discussion about the development and reform of education in West Germany at the end of the sixties and beginning of the seventies also led to a increased emphasis on the significance of adult education or so-called "continuing" education. The growing interest in this broad area of education could be seen in the increasing number of publications on basic and general questions as well as in the efforts of the state governments to provide the appropriate legislative framework to meet the demands of adult education.

The Catholic Church itself started, in connection with the Second Vatican Council to rethink its previous attitude to adult education.

15C/18

This process was most apparent in individual dioceses. The emerging new legal structuring of adult education in the respective states, the changed situation in society and Church and the openness within the Church, have all contributed to a readiness on the part of those responsible in individual dioceses to try out new structural, contential and methodical goals and to consider means to realize these goals.

This development led the diocese Rottenburg-Stuttgart, which is subject to the educational jurisdiction of the state of Baden-Wuerttemberg, to establish its program as a communal institution within the existing regional government structures.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Gabriele Werner Phone number 07032/14344

Organization Volkshochschule Herrenberg

Street Address Tübingerstraße 40

City or Town 7033 Herrenberg State or Province

Nation West Germany

2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Adult Education Center - Herrenberg

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). H. Health I. Family J. Personal

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Adult Education Center

6. Basic characteristics of service area

A. 5.000 km^2 geographic size (such as square miles or kilometers)

B. 60.000 population (number of people living in area)

C. mixed urban/rural (density of population)

15D/1

VOLKSHOCHSCHULE
herrenberg

Adult Education Center Herrenberg

Gabriele Werner*

A: Setting

The Volkshochschule Herrenberg (in the following abbreviated as: VHS) is a municipal Adult Education Center offering continuing education programs in a variety of fields, ranging from political science, education, psychology and fine arts to language courses and vocational training projects. As such it is part of the nationwide network of similar organizations which all provide a broad selection of continuing education opportunities (facilities) in any major community of West Germany. The VHS is open to everybody and neither religiously nor ideologically bound. The participants come from all levels of society.

Herrenberg is a middle sized town with about 26.000 inhabitants. However, including the neighboring smaller communities, the VHS serves a total of almost 60.000 people. Situated on the edge of the major industrial area of Stuttgart and its surroundings, a great percentage of the town's population is employed with one of the major computer industries in this area (e.g. IBM Stuttgart, Hewlett Packard in

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*The author is head of the department of languages and vocational training at the Adult Education Center in Herrenberg.

Boeblingen, Nixdorf Computers and SEL/ITT, Stuttgart) or with the auto manufacturer Daimler Benz. Those big companies also account for a continuous influx of newcomers to the town. With its location between the industrial area and the northern region of the Black Forest, its picturesque, historic, old town and its 14th century church, Herrenberg is generally rated as a good place to live. Herrenberg itself does not have any major industries.

Its own economic structure is basically characterized by small trade and businesses in the service sector as well as several secondary school centers. One exception is the IBM in-house training center which was opened four years ago and gave rise to an enormous growth in the town's infrastructure.

B: Outcomes

B1: Goals

The VHS Herrenberg, like all of the other almost 1.000 similar institutions in West Germany, serves as a provider for a wide range of open continuing education, which in this context is defined as the continuation or resumption of organized learning after the completion of any kind of primary and secondary education. As such it attempts to possibly initiate an individual reorientation and development of self-initiative in all areas of life.

The legal basis for the VHS is the "Act for the Advancement of Continuing Education and Libraries" in Baden-Wuerttemberg. (Due to the federalist structure of West Germany which assigns legislation in educational affairs to the state level, those Acts differ somewhat in the various states, mostly in the area of the public funding.) The Act postulates that continuing education constitutes an independent track of education which in its importance is equal to the primary and secondary school system. The advancement and development of a

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thematically and regionally widespread network of continuing education is defined as a public duty. With regard to the goals, the Act specifies that continuing education should assist the individual to intensify, expand and update the existing knowledge and skills. It is to enable participants to act responsibly in their personal and professional lives as well as in the public sector. In its range it comprises general, professional and political education. On the basis of this Act, the state commits itself to a general financing support.

However, the state funding is not to conflict with the institutions' right to self-administration. The actual decisions about the form and content of the program lie with the VHS itself.

At present, the VHS Herrenberg offers courses and seminars in fourteen different fields:

1. Political Science/History/Law
2. Education/ Philosophy/Psychology
3. Fine Arts/Music/Literature
4. Geography
5. Natural Science
7. Language
8. Arts and Crafts
9. Housekeeping
10. Health Education
11. Excursions and Study Trips
12. Program for People from other Countries (foreign workers and, lately, people seeking political asylum in West Germany)
13. Program for Senior Citizens
14. Art College

Whereas most of the courses are carried out on a part-time basis (once or twice a week in 90 minute classes), it should be noted that both the Departments of Professional Training and the Art College also comprise full-time projects, ranging from four weeks to six semesters.

B2: Benefits

It is obvious from the variety of fields covered that the actual program benefits are very diverse. Basically, however, three main strings of motivation, depending on the different subjects, can be discerned: Participants ask for background information on political and social topics (e.g. in Political Science and Ecology); they seek additional professional qualification (e.g. in Computer Science); they look for meaningful leisure-time activities and for contact with people of similar interests (e.g. in Arts and Crafts). One certain indication of satisfactory results is the number of enrollments, which has been rising continually in the past years. Also, the number of regular participants is striking.

Concerning the field of professional training, evidence of the actual benefits is much more easily discernible. Here, a system of statewide tests is offered every six months. These tests have been developed in coordination with the Chamber of Commerce, the Bureau of Labor and some other insitutions, and the diplomas have come to be generally accepted among a great number of employers and companies. The most significant results are achieved in full-time retraining projects for the unemployed where on the whole between 60 and 70 percent are successful in their job search within six months after finishing the course.

C: Process

C1: Planning

The planning of each semester program is carried out by the full-time staff of the VHS which consists of the director, the different heads of the departments and the administrative personnel. Although the director is accountable for the program content as a whole, the heads of the departments plan the activities in their fields rather independently. The program draft has to be approved of by an advisory committee that is composed of members of the administration and of the city council, as well as representatives of other local cultural and educational institutions, such as churches, music school and/or secondary schools.

The advisory committee is chaired by the mayor. Before this committee, the director, together with the heads of the departments, report twice a year about past, current and projected activities. The committee itself has merely advisory functions. All final decisions concerning program content and financing lie with the mayor as the chair of the committee and the head of the city administration.

The needs assessment is rarely formalized, it rather depends on information from a variety of sources. The initiating impulse for new course concepts mostly comes from the heads of the departments and is based on their experience with past projects as well as their own research in the respective fields. Frequently, current topics in society and politics are taken as the point of departure for in-depth analyses of certain aspects of society, such as the Chernobyl accident which led to a series of seminars ranging from nuclear physics and nuclear fission to sociopolitical questions about the limits of growth and the development of alternatives for the supply of energy. In other fields, e.g. languages, new developments in teaching methods and second language acquisition are incorporated into the program and result in special course forms. Additional information with regard to needs assessment is obtained from regular state-wide meetings with other heads of departments which provide a very productive exchange of experience and ideas.

The topics and activities brought forward by the heads of the departments are discussed and evaluated in discussions with the instructors. Those meetings constitute another important part in the planning process because here the teachers - as the direct link between the school administration and the students - contribute their experience and observations as well as feedback from past and present participants.

C2: Methods

Due of the variety of subjects and fields covered in the program of the VHS, the methods of teaching and learning also vary depending on the type of course, its length, the subject matter, the level and the number of group participants. Throughout the departments the program is organized in the form of lectures, short-term and long-term courses (ranging from two to 30 sessions), weekend seminars and discussion circles.

With all the different methods resulting from these different course types, there are, however, some common characteristics which represent the guidelines of teaching at the VHS.

All teaching is primarily learner-centered, which means that it always tries to start off from the previous experience and knowledge of the participants and attempts to respond to the individual learning motivation. Group work and discussion sessions are essential parts of most course types because they encourage the learners to express themselves, and their own needs and expectations. Obviously, this demands a considerable flexibility on the part of the instructors who have to be able to modify and adapt their teaching to the interests of the students. All teaching is practice oriented. Participants should be able to make use of the new information as easily as possible. This is achieved by means of role plays and simulations which support the immediate application of the course content.

Those essential methodological goals affect the choice of the material and media. In the fields of foreign languages, for example, the textbooks used mainly follow a functional-notional approach centering on the learners' communicative competence rather than grammatical skills. Audio and video tapes reinforce this approach. In the department of professional education, the practice orientation becomes evident in the rising amount of computer based instruction in the school's own micro-computer lab.

Due to the existing restrictions of space and personnel, the VHS does not have a learning center which would allow for individualized study with assistance by the staff although, quite obviously, such a facility would very much fit in with the concepts of teaching and learning practised here.

C3: Improvement

Since the VHS offers mostly open continuing education and students must register for certain classes, one first indicator in the process of evaluation and improvement is the demand for the courses offered as well as attendance and drop out. Examinations and diplomas are offered in several fields, but they are not mandatory and therefore can only give incomplete data about achievement.

Feedback from the participants is primarily obtained through the instructors. In addition, this feedback reaches the heads of the departments directly by way of student counselling. These opinions are discussed with the teachers in regular department sessions.

Both the instructors and the program staff engage in a variety of activities for professional development. They are encouraged to attend workshops and seminars that are organized by the VHS on a local, regional or state-wide level. Those seminars deal with new teaching techniques, recently published learning material (especially in the language sector) and newly developed course concepts and are held by experts in their field. The full-time program staff works on committees run by the association of the VHSs throughout the state which continually works on the development of new course concepts and methods.

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C4: Participation

The essential advertising media for the VHS is the printed semester program which is distributed into all households in town free of charge. It contains a short description of the courses, seminars and lectures, their contents, the learning goals and, if necessary, the intended target group. In addition, at the beginning of each semester, there are special sessions for individual student counselling conducted by the program staff. Once the courses have started, a considerable amount of the counselling shifts to the instructors due to their direct contact with the participants.

If enrollments are low, further advertising compaigns are started through newspaper articles and leaflets. Courses for special target groups such as elderly people or people from other countries are frequently organized and planned in cooperation with other institutions (e.g. churches, the local retirement home, health insurance companies) that function as mediators in the advertising process. Theater performances, lectures, exhibitions and similar special events are often announced additionally through posters and individual invitations.

During the semester the VHS attempts to provide a regular newspaper coverage of special events, successful projects and courses which might lead to follow-up seminars.

D: Inputs

D1: Participants

During the last ten years the number of participants at the VHS Herrenberg has been continually rising. At present, a total of about 10.000 adults attend the course program at the VHS each year. About 4.000 additional students attend lectures and a little more than 1.000

take part in the excursions conducted by the VHS. If one also counts the 6.000 annual visitors to exhibitions in the town's two galleries which are also organized by the VHS, this means that a total of 21.000 people come in contact with the institution. Even though in this calculation some of the participants are counted twice, the number of individuals who come to the VHS is surprisingly high in relation to the size of the community.

Since the program as a whole is extremely comprehensive regarding the course contents, the students almost represent a cross section of the population. They come from all age groups and professions, with varying educational backgrounds. This has recently been confirmed by a survey among VHS participants thoughout the state. Although women are still overrepresented among the participants, the number of male students has also been increasing in recent years, mostly due to the expansion in the field of professional education and computer science. The increasing effort to take specific program offerings to minority groups (such as people from other countries) is also showing results as evidenced by increasing attendance.

The highest number of enrollments are in the departments of languages, creative arts, and health and physical education. Political science and philosophy record a rather low response.

The annual program is divided into two semesters, starting in February and September, and a summer program during the months of July and August. Each semester comprises 15 weeks of sessions. The length of the courses varies between the different departments. Language courses have 15 to 30 sessions a semester, meeting once or twice a week for 90 minutes. Short-term intensive courses run four or five times a week for a period of two weeks. Most courses in the other departments have between ten and 15 sessions a semester. In the social sciences (education, psychology) shorter forms of seminars predominate. Throughout the program there are special intensive weekend seminars.

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Exceptions are two full-time projects: the art college with its six semester program that is affiliated to the VHS, and a six month retraining program in professional education and computer science which is conducted in cooperation with the Labor Office. The number of students in a course ranges between eight and 20, depending on the subject and the level. Most higher-level seminars, whether in professional training or in the languages field, tend to be conducted in small learning groups of six to eight students.

D2: Needs

Due to the rising demand of the population the growth rates of the program have reached between ten and fifteen percent annually in the past years. Three main reasons account for this development:

1. The reduction of working hours and the increase of on the job effectiveness have resulted in an increasing amount for free time.
2. At the same time, the requirements for successful performance on the job have grown, in part because of the introduction of new technologies.
3. The population has become more aware and critical of certain developments in society and politics thus establishing a growing demand for background information in those fields.

Responding very flexibly to these changes in society, the VHS has been able to maintain and confirm its position as a provider of continuing education extremely effectively in the following ways:

1. by offering meaningful free time activities (e.g. creative arts, philosophy, languages);
2. by developing new course concepts for continuing professional education, in particular with regard to basic skills in computer science;

3. by attempting to serve as an independent forum for open discussion about controversial topics.

D3: Staff

The staff of the VHS Herrenberg consists of the director, two full-time heads of the departments, two full-time and one part-time secretary. The director as well as the two heads of the departments each supervise between four and five program divisions. Two additional program supervisors work on an hourly basis, one in the language department and one to assist thirteen VHS branches in the neighbouring communities. Those branches are run by school teachers or housewives in their free time. All of the professional staff have academic backgrounds, mostly in education and/or social sciences.

The instructors work on a free-lance basis, including those in the two full-time projects. Their total number amounts to more than 200. Most of them teach between one and three courses a semester. They either have a teacher's certification or are professionals in their field. The majority of instructors are recruited from the vast group of unemployed teachers in the area. Therefore, the demand for a position at the VHS is considerably high.

D4: Content

As mentioned earlier, each year, the VHS Herrenberg conducts about 1.000 courses, lectures and workshops in the different fields. This amounts to a total number of 20.000 teaching units (45 minutes). Language courses, creative art workshops, physical education programs and professional training projects are at the top with respect to the number of courses and teaching units.

The course contents range from basic information and skills such as beginners' language courses or introduction in computer science to survey lectures about art history or the development of political systems, up to in-depth analyses of certain specialized issues.

Examples from the Program of the VHS Herrenberg

The Open Question: West Germany's Policy towards East Germany since 1945. (8 sessions, 2 hrs. weekly)

Energy of the Future: Do we Really Need Nuclear Power?
(lecture and discussion, 1 session)

Speaking Effectively: A Practical Approach to Improving Your Speech Skills. (weekend seminar, 16 hrs.)

Progressive Relaxation and Autosuggestion. (8 sessions, 1 hr. weekly)

Literature Workshop: How to Read and Write Short Stories
(3 sessions, 2 hrs. weekly)

The "Wild West": American Landscapes - A Slide Show. (2 sessions)

Introduction to Microcomputers (Intensive Course)
(15 sessions, 4 hrs. weekly)

Microcomputer Literacy for Women. (6 sessions, 4 hrs. weekly)

Introduction to Word Processing with WORDSTAR.
(5 sessions, 4 hrs. weekly)

Essentials of Successful Management. (weekend seminar, 12 hrs.)

English as a Foreign Language:
- Intensive Course for Beginners.
  (16 hrs., 2 weeks, 4 sessions per week)
- English for Your Trip to the US
  (28 sessions, twice a week, 4 hrs. weekly)

How Do Americans See Germany and the Germans? - US Newspaper Reporting about the Federal Republic of Germany. (1 lecture and discussion)

Silk Screening for Beginners. (1 day, 8 hrs.)

Cooking with Vegetables. (1 evening, 4 hrs.)

Smoking your Last Cigarette: Training Program for Smoking Reduction.
(10 sessions, 2 hrs. weekly)

Aerobics (15 sessions, 1 hr. weekly)

Foreign Workers and Refugees in Germany: Discussion Circle
(every first Saturday of the month)

D5: Finances

The VHS charges fees from the participants for almost all program sections. These fees cover between 40 and 42 percent of the total budget. State funds amount to 11-12 percent and district funds to around 12 percent. Between 33 and 35 percent come from the city. Those figures vary because the state and district funds are linked to the number of courses and teaching units which are actually carried out. Special projects such as job training measures for the unemployed are fully subsidized by the Labor Office. In these situations participants do not have to pay fees.

Since the state funds are meant as contributions for the full-time staff salaries, not the program costs, the direct program costs, which mean the instructors' payments, have to be fully covered by fees from the participants. All learning materials have be paid for by the students. Since this results in rather high fees, the school grants reduced rates for special groups such as the unemployed or people living on social security payments.

About 28 percent of the total budget is used to pay the full-time program staff and between 40 and 42 percent for the instructional staff (which is equivalent to the percentage that participants' fees cover of the total expenses). Another large amount in the budget, ten percent, is used for rent and maintenance of the school building.

D6: Facilities

All of the office rooms and most of the classrooms of the VHS Herrenberg are located in an old, remodelled school building near the center of the town. The building has thirteen classrooms; two workshops, one big school kitchen and one small auditorium that seats a maximum of 80 people and is equipped for theatre performances and slide lectures. Most of the classrooms are rather small, suitable for groups of ten to fifteen participants at most. Because of the continual expansion of the program, this school building is not sufficient for all of the courses. Some groups meet in other local schools. Also, all the physical eduction and recreation classes are located in several other schools.

The school's technical equipment includes audio and video tape recorders, a video camera, overhead and slide projectors.

E. Evolution

Like most Volkshochschulen throughout West Germany, the VHS Herrenberg began operating in 1947. The re-emergence of the whole movement of continuing education at that time has to be seen in its socio-political context. Education presented a chance for a new beginning, for a spiritual renewal after the nightmare of the Nazi period and the total defeat of Germany. It was to be a basis for the coming democratic society. Also, quite concretely, it was meant to compensate for the lack of school education which a great number of adults had suffered during the war.

In the initial phase state funds were low or sometimes non-existent. Program planners and teachers worked in an unpaid capacity. Following those first years of slow but continual growth came the sixties with an enormous expansion and booming growth rates. Continuing education in general became publicly and, above all, politically acknowledged as an essential part of the educational system as a whole. Laws for the advancement of the continuing education institutions regulated public funding and provided the necessary basis for the development of the VHS's throughout West Germany.

Today the VHS Herrenberg is one of 900 or so similar schools spread throughout West Germany and 140 in the southwestern state of Baden-Wuerttemberg. Since 1975 it has had a full-time director and since the beginning of the eighties, two more full-time, academic positions. There have also been improvements concerning the facilities. Whereas in former years all courses had to be held in local schools, the VHS Herrenberg has been located in its own building since 1983.

F: Influences

The VHS Herrenberg, like all other schools of that kind in West Germany, has become a well established and, in its area, widely known institution of continuing education. This favorable program image is based on the increasing quality of the education offered, the flexibility in responding to new social developments and to changing individual learning needs, and the relaxed atmosphere of learning that is provided.

Clearly, the successful work of VHS must be seen in correlation with major changes in business and society during the past years. With the new technologies advancing rapidly, it has finally become obvious to everybody that the learning process has not come to an end with a school diploma. More than probably ever before in history, there is a frequently existential need for further qualifications and expanded knowledge. The traditional division of life in two fixed phases, one of learning and one of applying the knowledge, is not tenable any longer. The enormous boom in the field of professional and vocational training, for example, is more or less a direct response to the ubiquitous introduction of computers in business and industry. Similarly, the language departments profited from the general awareness that foreign languages are not a luxury, but almost a must, whether for professional or for vacational purpose.

Because of its relative autonomy and its lack of government regulations concerning the contents of teaching and learning, the VHS has been able to react to those developments rather quickly and efficiently. Also, the diversity of content, in combination with a diversity of forms and methods have contributed to the attraction of the program and to the considerable growth rates of the past decades.

Furthermore, rising state funds have furnished a somewhat more stable foundation for the VHS. Gradually, though very slowly, the full-time staff could be increased with more professionals entering the field of adult education.

However, it is the question of finances that must also be counted among the negative influences first. Due to the federal structure of West Germany, the legislation in the field of continuing education varies in the different states and becomes subject to the respective political goals of the state governments. Moreover, funding depends on the momentary budget situation. Although there are no strict guidelines concerning the contents of courses, government intervention can always be indirectly achieved through financial restrictions. This also holds true for the local city founding. Already now, not all the courses are apt for state subsidies.

In spite of the expansion of the full-time staff, the personnel situation is by far not satisfactory. Still the VHS greatly relies on the exceptionally high motivation and initiative of the staff and the instructors. Since the instructors in particular receive an extremely low payment, there is a considerable fluctuation among the teachers which again leads to an instability of long-tern or follow-up courses and partly accounts for the drop outs. As most teachers are recruited from the large groups of secondary school teachers who do not have a job, they have no special training in adult education and, very frequently, can only rely on their accumlated experience. Here, great efforts would have to be made concerning teacher training, which, however, cannot be done by the sparce VHS program team.

A further obstacle for the work of the VHS is the increasingly competitive situation. In the wake of the enthusiasm that accompanied the growth of continuing education, private institutions mushroomed everywhere. Since those mostly specialize in one single field of adult education (e.g. language schools, computer institutes), they sometimes appear to provide better or more intensive trainining facilities. Operating with private investment, they do not have to cope with all the obstacles involved when dealing with government funds. Even though competition certainly presents a positive impetus, the enormous number of adult education institutes that have come into existence in the past years seem to be sometimes rather destructive.

G: Other

In spite of the successful development the VHS can look back on, there remain a number of questions concerning the future development. The growth rates during the past few years are impressive but they have also resulted in a concentration on continuous quantitative improvement. Certainly, this has been supported by the funding policy of the government which is based on the number of teaching units. However, the VHS has to turn back to a discussion of its own role within the diffuse and expanding market of continuing education. We have to reflect upon our guidelines, especially in view of the fast technological change that we are facing and that, in part, has contributed to the growth of the VHS. At present we face a great demand for performance-oriented learning. Yet, seen in the overall social context there is the great danger that continuing education institutions such as the VHS let themselves be reduced to a rather passive role of merely responding to and performing the momentary and possibly even short term demands of business and industry. It is misleading to assume that e.g. such essential social and economic problems as wide spread unemployment could be solved on an individual basis by improving the level of education.

Because of its openess and diversity with regard to contents and methods, the VHS, on the one hand, is in the unique position to meet

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various social educational requirements and individual learning needs. On the other hand, the VHS continually has to redefine its position within the whole field of adult education, in particular with regard to the rising number of providers. The perspectives for the future development of the institution include: the obligation to offer a broad spectrum of activities both for the whole community and for special target groups; the constant improvement of program quality; the balanced devlopment of a program both in general education and professional training - although the latter momentarily is in the center of public interest. Its most important goals certainly remain a broad general education and the advancement of individual emancipation.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

   Name Susanne Meyder, Dipl.Päd. Phone number 07022/32940

   Organization -

   Street Address Teckstraße 39

   City or Town 7440 Nürtingen State or Province

   Nation West Germany

2. Check whether this case is based on

   (X) an actual program

   (   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   Program for Vocational and Social Integration for Young Turkish Women

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). J. Personal, L. Disadvantaged

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   Office of Labor, Adult Education Center

6. Basic characteristics of service area

   A. 500 km^2 geographic size (such as square miles or kilometers)

   B. 200.000 population (number of people living in area)

   C. mixed urban/rural (density of population)

Integration of Immigrants

During the last three decades immigrants especially from southern-European countries (Italy, Spain, Yugoslawia, Grece) came to West Germany; the last massive immigration came from Turkey. All of these foreigners came to West Germany during a period of rapid economic expansion at which time there was a shortage of native German workers. The federal government of West Germany arranged bilateral agreements with the governments of the respective countries to control and regulate this immigration.

Two problems have evolved out from this immigration program. One problem was how to integrate these immigrant workers and their families into German society. With the decline of the economy - West Germany has an unemployment rate of about 9% (1987) - there arose a second problem: How to deal with the increasing numbers of foreign workers that can no longer be employed?

The situation of the foreign workers and their families in West Germany must also be seen in light of the broader political developments of Western Europe. Due to the politics of the European Community and general developments, which encourage increasing contacts and cooperation among the European countries, immigration to West Germany is not necessarily a final move. Some of them plan to stay in West Germany forever, some plan to go back to their home country after some time, some have the option to move back and forth between the countries as it seems appropriate to their individual life situation. This as well as the tragic Germany history during the Nazi time makes it doubtful what could be the aim of integration: To "germanize" these people as fast and exclusivly as possible and teach them the "German way of life", or to respect and appreciate their own culture and tradition and thus make it possible for them (and us) to live in both cultures and countries? This ambivalence also characterizes the following case study, which deals with the especially difficult situation of Turkish family members who follow their parents to West Germany.

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Maßnahmen zur beruflichen und sozialen Eingliederung (MBSE) von jungen türkischen Frauen

Program for Vocational and Social Integration for Young Turkish Women

Susanne Meyder, Dipl.-Päd.*

During the last 25 years more and more foreign people have come to West Germany in search of work. Little or no knowledge of the German language, different customs and limited skills have compounded the problems of integration for these foreigners in schools and qualified work places.

The immigration (for people from non-EC countries) was stopped by law. But children and wives/husbands were allowed to enter the country to join family members already residing in West Germany. A national program called MBSE (Program for Vocational and Social Integration) was designed to help the assimilation process and to train these young foreigners.

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*The author acted as teacher in the MBSE program.

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A: Setting

In 1980/81 15,000 young foreigners (most of them were Turkish people) took part in MBSE projects throughout West Germany.

One such project took place in the county of Göppingen with a population of ca. 120,000 people. Various institutions in the county sponsored this program in cooperation with the local Employment Office.

The course was offered by the local Adult Education Center (VHS) in the town of Göppingen.

The Adult Education Center (VHS) of Göppingen offers courses in all areas of Adult Education and reaches ca. 10,000 participants.

In addition to this MBSE offering, the Adult Education Center (VHS) also offers courses for other minorities such as immigrants from Poland and Russia.

Aware that the integration process for young Turkish women is very difficult and that Turkish parents do not allow their daughters to participate in courses together with young men, the Adult Education Center (VHS) decided to offer a MBSE course for young women only.

During the one year program, these women should:
- learn German,
- become acqainted with 3 vocational fields,
- and receive vocational guidance.

Upon completion of this program they received a work permit, so that they would have a chance to get a good job or a place in a training course. Normally they would have to wait for 3 years before receiving a work permit.

B: Outcomes

B1: Goals

The guidelines of the MBSE program state: "The purpose of the program is to encourage the vocational and social assimilation of young foreigners with the goal, above all, to improve the possibilities of accepting a training position as well as their ability to participate in the society."

In order to carry out the goals of MBSE, an association, "The Language Association, German for Foreign Employees" was founded. Members are: Federal Ministry for Work, Federal Institute for Work, Vocational Continuing Education Association of German Trade Unions, German Association of Adult Education Centers and different welfare institutions such as Workers' Welfare Association, Protestant and Catholic welfare projects... The functions of the Language Association are:

- development of the curriculum and educational materials
- training programs for teachers
- coordination of the different institutions which offer MBSE.

The local employment office decides which institution may offer the MBSE program and supervises the course.

B2: Benefits

Upon completion of the course, the participants will be granted a work permit. The program is designed to provide students with skills in the German language and experiences in social, cultural and political life in West Germany. They should be able to act and contact different institutions (for example, Employment Office) with more confidence and they are exposed to 3 different fields of vocational training. All are necessary prerequisites to get along well in a foreign culture.

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As a result of these experiences, the young Turkish women were able to gain new prospects:

- to get vocational training
- to get a job
- to attend school for a secondary education

Upon completion of this course: 12 women wanted to get a job; 8 wanted to get a vocational training: 3 as nurses, 2 as seamtresses, one as hairdresser, 2 were undecided; 3 women wanted to go back to school. But my experience shows that it is very difficult to fulfill these wishes. In addition to the tight job market presently found in West Germany, these young Turkish women are faced with a double discrimination: being women and being Turkish. But even with this training program, it is not easy for these women to find a job.

C: Process

C1: Planning

The main structure of the course is established by the national guidelines of MBSE:

350 hours vocational school (common)
1,500 hours vocational training
500 hours German language
= 46 weeks or about 1 year

As it was very difficult to get 3 different vocational training possibilities for the young Turkish women, the distribution of hours was changed to the benefit of the language lessons.

Because only the local hospital agreed to cooperate with us, we had to find a way to offer fields of vocational training. Two teachers, one for woodworking and one for sewing (no industrial training) agreed to work with MBSE. This required a change in the educational materials and books had to be adjusted to meet the needs of this course; for example, the vocabulary had to be changed to cover the addressed vocational areas. In addition to the formal curriculum, it is very important to always be open to questions about social life in general and of women in particular.

C2: Methods

Orientated towards the experience of the young Turkish women and their daily situation, the language lessons are designed to enable the participants to act in real situations, i.e.:

- contact with neighbors, colleagues
- contact with institutions
- shopping
- travelling by bus or train
- telephone calls
- freetime

Speaking is emphasized more than writing and reading: language as a tool for communication. Therefore methods such as learning by doing, role-plays, working in groups are used.

C3: Improvement

An on-going evaluation of established curriculum and the contents, the needs of the participants and the teacher's experience allows the curriculum to be changed and adjusted as needed. Every 2 weeks an intensive discussion between the teachers involved in MBSE of the county of Göppingen takes place. Here changes and improvements of the curriculum are decided upon. Materials from the Language Association provide information about new experiences and methods. The Language Association also offers continuing education and training courses for the teachers.

The continuing education program is a good chance to discuss experiences, to try new methods and to learn something about Turkish idioms.

C4: Participation

Conditions for participation in the MBSE course are:

- to be a citizen of a country where special agreements exist between West Germany and the home country (Anwerbevertrag)
- to be beyond school age, unable to successfully complete a vocational training program
- no other appropriate possibilities at vocational schools.

The decision regarding who may participate in the course is the task of the local Employment Office. The motivation to participate is very high because they will get

- a financial grant adjusted to the parents' income
- upon completion of the course, a work permit (otherwise they would have to wait 3 years)

Drop-outs are very seldom. However, sometimes parents become afraid that their daughter does not behave "Turkish" (for example, she has too much contact with young men), and they want her to leave the course. In most cases, a consultation between the teacher, the social worker and the parents help to reduce this fear and the daughter can continue the course.

D: Inputs

D1: Participants

23 young Turkish women between the age of 15 and 22 participated in this course. They had all arrived in West Germany shortly before the MBSE course began. They had between 5 and 11 years schooling in their

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country; none spoke German. 4 of the women had already learned another language, in most cases English. The majority of the participants did not know about the function or structure of a language. Also the knowledge in mathematics was very limited. The group was very heterogeneous.

In accordance to the MBSE guidelines, we had a total of 1,850 hours instruction. Every morning they attended lessons, in the afternoon they had either lessons or vocational training (i.e. at the hospital). On Friday they attended the vocational school.

D2: Needs

As already mentioned, the situation of young foreigners, who do not speak German and have no marketable job skills is very bad. It is especially difficult for young Turkish women. These women come from a traditional culture. For example, family tradition makes it difficult for these women to go out alone - often a brother of the young woman accompanies her. Their socialization is very traditional: they are expected to be housewife and mother, and until their marriage, they are expected to work for their families.

In Germany where more freedom and more possilities exist for women, they see more chances for their own lives. They experience going to school or getting a job as a chance to become independent. On the other hand, however, there is a fear of this strange culture, this permissiveness, this freedom of possibilities. Mostly it is the parents' fear, sometimes it's the young women's fear as well. Integration and emancipation for young Turkish women are needed so that they are able to make their own plans. A sensitivity and awareness of this cultural background is necessary for teaching this course. Learning German, learning to act within a foreign culture can be an inner dispute, a chance and/or a threat.

D3: Staff

- 1 full-time teacher (also acts as social worker)
- 1 half-time teacher
- 1 social worker (part-time), he also manages the organisational and secretarial work.

As need arises various resourse persons from the community are also contacted:

- a representative from the Employment Office provides vocational guidance;
- a Turkish social worker from the Worker's Welfare Association is available to deal with problems of all types;
- community leaders, i.e. the leader of the youth center, to offer information about free-time activities.

D4: Contents

- German language
- German at the work place
- Social policy and customs in Germany
- Mathematics
- Information and language skills related to the vocational trainings offered (nursing, sewing, wood working).

In addition to the educational material from the Language Association, articles from newspapers, books for children, films and videos are used.

Additional themes for this group were:

- how to fill in a form
- how to get information

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D5: Finances

The course including books and learning materials is free of charge for the participants. As a national program, MBSE receives 75% of its funding from the Federal Institute for Work according to the Employment opportunity Act; 12.5% comes from the state (Baden-Württemberg) and the other 12.5% from the federal government (Bund). The town of Göppingen supports the MBSE program by providing rooms free of charge. Also the consultation by the Employment Office is free.

The teachers' and the social worker's salaries, excursions, games, other materials (dictionaries, a small library) are also included in the funding.

D6: Facilities

The facilities include two classrooms, allowing for seperate groups to work at different levels, a small kitchen for preparing tea or coffee during the breaks, a small sitting room. A film recorder, a tape recorder, a video recorder, an overhead projector, a slide projector, as well as maps, games, and books are available. The Social Worker's office is located at the local Adult Education Center (VHS) where open office hours are held two hours per week providing the opportunity for counseling.

D7: Others

In this work it is very important to have good and regular contact with the parents. Often the parents' fear that their daughter will change into a German is so great, that they might force their daughter to drop-out of the program.

A constant readiness to talk to the parents is important. They also should have the opportunity to visit the course one day at the

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beginning of the program. Home visits are very helpful too, and are an on-going task for the teachers and social worker.

E. Evolution

The course described is one of the many MBSE courses in West Germany. The special characteristic of this course is that it was only for women.

Speaking about an evolution requires speaking about the evolution of MBSE nationwide. Fewer and fewer working places and the resulting unemployment lead to a difficult situation even for young German men and women. Especially bad is the situation for young foreigners. The MBSE program tries to give them a chance to become a skilled worker. But one program can not change social and political issues.

There are two sides to this program. The program is very helpful for the individual's personal situation in the new society. But on the other side, upon completing the courses the chances for the women on the labor market are only slightly improved. For example, our difficulties in finding three institutions to offer vocational training shows that industry is not very interested in additional qualified female Turkish workers.

Also the degree of integration resulting from this program is questionable. Without the readiness of the teachers and the social worker, there is no contact with Germans. During the year, the participants are together in their group of Turkish women. These are also main points of criticism in the public discussion.

F: Influences

The immigration to join the family has been stopped by law; so the MBSE program has outlived its original purpose. New attempts are however made: for example, a short language course (3 months) before the young foreigners join the vocational school and special courses at the vocational school, such as Basic Vocational Year (Berufsgrundjahr) or vocational Preparation Year (Berufsvorbereitungsjahr). The advantage of this form of training is the emphasis which is placed on vocational training, and that they are together with young Germans. The disadvantage, and so the advantage of the MBSE, is less individual care and counseling, less information about social life and customs in West Germany and less time for individual interests and questions.

But if the goal is to get a job, this new form seems to be better.

G: Other

Some personal comments seem like an appropriate closing for this case description: In programs like the one described, a basic question is what "integration" really means. As pointed out in the preparation course for this work as well as by what I experienced during the described course, the most valuable experience was, that real integration has two sides: that both sides learn mutual respect from each other, thus fostering cultural exchange rather than mere adaption. One experience out of my preparation course for this work may exemplify this: During this preparation course we had each day an hour Polish lesson -a language that none of us spoke. The teacher spoke only Polish with us - I understood nothing, but with my knowledge of languages and the structure of a language lesson, I tried to make sense of some of it. I was tense in each lesson, was afraid that the teacher would call on me, I would not understand and would totally embarrass myself. Our Turkish students experienced this daily. - So this was for me a beneficial experience and at the same time a symbol of how learning in such an integration program should take place. The pure integration would deny all cultural individuality and with that bring "Germanization". First the consideration of, and then the respect for the Turkish culture, the knowledge of the problematic situation in their homeland and the becoming aware of prejuduces, of ethnocentric ideas makes a joint and mutual learning process possible.

During this year, I not only learned a few sentences in Turkish, but I also experienced how sincere, how friendly and how hospitable Turkish families are.

The enrichment which we seek through travel - the contact with other cultures - is all available at home. Educators and adult educators should be open for this type of learning - that is to make enriching experiences of other cultures possible.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

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City or Town 5300 Bonn 1 State or Province

Nation West Germany

2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Professional Training for Medical Specialists

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). D. Professional, technical

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

State Chamber of Physicans

6. Basic characteristics of service area

A. nation geographic size (such as square miles or kilometers)

B. 55. million population (number of people living in area)

C. mixed urban/rural (density of population)

Training of Professionals in Medicine

Most activities in Adult Education are not aimed at passing examinations and obtaining professional accreditation. But there are also fields where licensing examinations are taken and the permission to practice a field is granted. One typical field will be described in the next study: the training of medical specialists. This study clearly points out differences between basic vocational training and continuing education: in contrast to basic training in continuing education the methods of learning, the contents, the examinations and the means of evaluation are rather open, and the whole procedure is the responsibility of the respective professional organization, and not under the jurisdiction of the state authority as is the case for the basic training. So in spite of the existence of examinations and professional accreditation, which reminds one at first of school-type learning, clear differences between the training of students, and the continuing education of professionals can be found.

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Weiterbildung von Fachärzten

Professional Training for Medical Specialists

Prof.Dr.med. Hans E. Renschler*

A: Setting

The activities of learning and teaching of qualified doctors after they have received their licence to practice medicine is the topic of this contribution. This phase is usually concluded with certification as medical specialist. All medical training after doctors have obtained their state licence to practice medicine is classified as continuing education.

A young person studying medicine in Germany is taught sciences and basic medical sciences for 2 years, after which he or she enters clinical education. Basic clinical sciences and clinical sciences are taught by demonstration at the universities for 3 years, after which students are attached to wards in hospitals either of the universities or at affiliated teaching hospitals. They have to observe practice for 1 year, but might become engaged in patient care for the duration of 25 hours per week. Beginning in 1988, after having passed

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the final state board examination, restricted lincences will be issued and young doctors can start practicing medicine under supervision by any doctor for 2 more years. It is not yet finally decided, whether the full licence which is given on completion of 8 years of training will entitle to pratice under the insurance act as member of the doctors' consortium (Kassenärztliche Vereinigung).

The classification in Studium (undergraduate studies), Weiterbildung (residency training, graduate education, specialty training, postgraduate education), und Fortbildung (continuing education, postgraduate education) accepted in German medicine is different from other areas of adult education in Germany or from the stages of adult education in other countries. The decisive difference is the certification to practice in special fields of medicine after the conferment of an additional title. As there is no restriction to work in any country in the European community all degrees entitling to work in a specialty have to be based on equal standards. The process of integrating specialty training in Western Europe has been in progress since 1957 and resulted in the acceptance of guidelines in 1975.

In spite of the general tendency to keep everything under detailed legislation of the government, the conditions of specialty training are still under the control of the medical profession and its organizations. This is a highly political issue which is based on the fact, that training and work are regarded as two different entities in West Germany. As was finally setted by the Constitutional Court decision, the first licence after the successful completion of the undergraduate studies grants the right to pratice. As a consequence training for a specialty is regarded as being part of working in the medical profession, and not a part of medical education. As a result of this dichotomy, training for a specialty is legally considered a byproduct of working as a young doctor. The working conditions, leading to the title of a medical specialist in a specific specialty, will be described in the following sections.

B: Outcomes

B1: Goals

The aims of this phase, generally the first in the working life of a doctor, is to qualify for the title as specialist (Facharzt für...). At present doctors can specialize in 29 disciplines with 17 subspecialties and can qualify for 18 additional titles such as homeopathy or tropical medicine. Until 1972 only the length of the working contract and certificates written by the head of the department, under whose responsibility the trainee worked, were required for the certification, which is issued by the State Medical Association. The decision of the Constitutional Court in 1972, called for more detailed criteria for the certification (Sewering 1987). Thus an oral examination, lasting 30 minutes per candidate, was introduced. With failure rates of up to 20%, this innovation has stimulated the learning, which has to be done outside of the 40-hour working week.

B2: Benefits

All doctors certified as specialists are entitled to work and charge only for items listed in their field. The certificate as specialist is essential for an appointment to the higher ranks of the profession, like Chefarzt or head of department. In German medicine the hierarchy still exists in the hospitals, where full responsibility is given only to one doctor, who is in charge of all patients in one field. Now, some hospitals appoint subspecialists in large fields like surgery or internal medicine. At university hospitals, however, doctors have to leave after their certification. Only good qualification in research, which has to be acquired during the specialty training, allows renewal of working contract. In order to increase the turnover of assistants, also in private hospitals, limited working contracts can be made for doctors by Act of Parliament of May 23, 1986, restricted to the length of the training for a given specialty.

A reward for the efforts to undergo specialty training is the remuneration. According to private statistics the income of the group of general practitioners without specialty training and certified family physicians together is only 58% of the average of all the specialists working in ambulatory care, usually in solo practice (Medical Tribune). It is not surprising, that over the last decade the number of specialists has increased by 36% to 36.000, whereas the first mentioned group in general medicine has risen by 11% to 27.000.

C. Process

C1: Planning and Methods

The authority in all matters concerning specialty training lies with the State Medical Organizations. All licenced doctors have to be a member of this organization, which is called Landesärztekammer (State Chamber of Physicians). These State Medical Organizations cooperate in the federal umbrella organization, the Bundesärztekammer, which has a committee dealing with specialty training. Its proposals are discussed and decided upon by the annual general assembly of the medical profession, the Deutsche Ärztetag. In 1976, 1978, 1980, 1984, and 1987 changes were introduced to regulations concerning specialty training (Weiterbildungsordnung). They list the definitions of the 46 specialties, subspecialties, and additional fields for which titles are obtainable, and the requirements for training. Contents are given for each field in general terms and have to be updated continuously with the scientific and technical developments taking place. No objectives are given for the training, but the minimal time for each specialty.

The contents and the requirements of the training are defined in details and identically worded in the state regulations, which follow the outlines given by the federal rules. They now contain e.g. the minimal number of operations for each surgical subspecialty and

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procedures to be carried out during the training in nonoperative specialties. Comparing the different issues, which are updated in intervals of approximately 10 years, demonstrates the continuous process of adjustments. The following details are taken from the rules of the State Medical Association of Bavaria (Sewering 1981). In addition to the approximate 240 operations in general surgery between 100 and 300 operations must have been carried out in the field of the subspecialty. Between 50 and 100 of the many different endoscopic procedures, catheterizations, biopsies etc. must have been carried out in some specialties. In other areas between 1.000 and 6.000 of the usual diagnostic reports must have been given. There are no requirements with regard to program organization, curriculum, didactic teaching, education in the basic or clinical theory of the discipline or program evaluation. Participation or experience in research is not mentioned. Provision of training facilities for practice and supervision of procedures, of library or audiovisual media is left to the employer, which is usually the hospital. One unique requirement in many specialties is that the trainee has to change his or her appointment at least once.

Accreditation

Accreditation to be responsible for the training is given to the individual supervisor, who must be certified in the discipline and must be working in adequate hospitals, or in rare cases, as in family medicine, in an office that fulfills certain requirements. According to the conditions of the European Community specialty training can only be done in hospitals. Training in an office can only be accounted for, if the individual time required in West Germany exceeds the common European standard. The length of training, for which accreditation is given, is linked to the number of beds, for which the supervisor is responsible. In surgery e.g. 100 beds are required to be accredited for the full minimal length of 6 years, 75 beds correspond to 4 years, 50 beds to 2 years. Supervisors working in office practice are - with the exception of family medicine - accredited for not more

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than a training period of 1 year. The supervisor, who must be highly qualified in his specialty, must regularly organize colloquia and lectures for his trainees.

Examination

Each committee for the oral examination has to consist of 3 doctors, of which 2 have to be certified in the specialty. Not more than 4 candidates can be examined simultaneously, the total time is not to exceed 30 minutes per candidate. Hands on experience or written statements are not required. In 1982 the director of the central examination office acting on behalf of the state boards for undergraduates expressed hope to apply his multiple choice technique to evaluate specialty training. Due to the good relations of his institute to the "Bundesärztekammer" he wanted to bridge the gap between undergraduate education at the universities and the postgraduate education of the chambers, "thus changing medical education in favour of patients" (Kraemer).

C3: Improvement

The major, if not the whole development in training programs has been derived from progress in the content area. Very few hospitals developed educational programs, particularly in specialties in which limited experience in supplementary specialties is demanded. This is the case in neurology and psychiatry, where, at the least, one year training in the other discipline is mandatory.

Changes might occur in the near future, due to the change in the undergraduate curriculum. As the practical year, again introduced in the German curriculum in 1970, did not bring the expected improvement, now 1 1/2 and later two more years of hospital experience have been added to the government ordered curriculum. If the conditions of work in this phase meet the requirements for specialty training, some time can be taken into account for the total length of training. Whereas no

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teaching is mandatory in specialty training, students working in this final phase of their undergraduate studies, have to attend state controlled teaching with the duration of one hour per month of training.

C4: Participation

Legally any doctor licenced to practice medicine on completion of the "National Board Examination" is entitled to do so on his own without any further training. Only for the work under the statutory insurance schemes is additional experience required. In reality, nearly no doctor takes up private praxis after graduation. On average 7 years have been spent in hospital work before entering office medicine. As the usual work in hospitals is not directed towards ambulatory care, those planning to enter this sector did not care to specialize. With the technical improvements suited for office application, the better remuneration, and the increased reputation of specialists, an increasing number of doctors is taking part in specialty training.

D: Input

D1: Participants / D2: Needs

At present some 45.000 doctors are employed in the hospitals of the Federal Republic. Approximately 6.000 positions are becoming available per year for applicants. This number is continuously decreasing due to efforts to contain the health care costs. As no more money can be provided from other funds to provide some payment for the students working in their final 2 years of their undergraduate curriculum, 2 or 3 of them have to share the budget of one doctor employed at present. This will reduce the positions available in the hospitals for specialty training. As up to 12.000 students graduate annually from the medical schools, 24.000 positions have to be provided, probably reducing the hospital employment by 8.000 to 12.000. It is foreseeable, that only a small proportion of the graduating classes will be able to find employment needed for specialty training. My prediction given in 1980, that in 1990 35% of general pratitioners will not be able to get any hospital based training, will not only become true but will probaly reach a much higher percentage (Rentschler 1980). With the overproduction of doctors, which is due to the Constitution's guarantee of free choice of education, a considerable number of young doctors is already looking for employment. At present 4.700 of the 42.000 doctors out of work are registered officially at the department of labor.

D3: Staff

The head of the hospital department, acting as supervisor, organizes all learning experiences around the daily needs in patient care of the unit. Article 6.3 of the regulations states, that in those cases, in which more than one supervisor is accredited in one unit, cooperation of the supervision must be secured. As training is part of the work, no faculty is needed. Very often external speakers are invited and paid for by pharmaceutical companies, even at the university hospitals. The German pharmaceutical industry spends 11,3% of its intake to provide knowledge to the medical profession. More than 10.000 scientific advisors are employed full time in this task. In German hospitals neither Directors of Medical Education nor educationalists exist. Of the less than 30 people working full-time in medical education in the Federal Republic - Government and its agencies included - no one is devoting herself or himself exclusively to specialty training. Only a few of the administrative staff of the State Medical Associations and a few clinicians work in this area outside of their commitment in committees. In continuing education, which is beyond the scope of this paper, several of the academies of the State Medical Associations have a staff of altogether approximately 15. A few of the educational specialists cooperated until recently with the academies.

D4: Content

The daily work of the doctors determines mainly the content, thus securing the relevance of the training. It could be shown that relevance of the matter itself is one of the most important factors for learning. The catalogue of procedures, listed in the state regulations, serves as a guideline. The figures in the requirements for each discipline are based on experience and common sense. First steps have been taken to relate the numbers for certain procedures as given in the requirements to the number of patients and the minimal length of training as well as the average working hours of doctors.

For the first time, a systematic survey has been undertaken in surgery to relate the number of operations performed in a given region (Northern Rhine) to the number of trainees and the requirements for different types of operations (Schaefer). On the average the number of operations as required was in agreement with those performed for the majority of types of operatons. Looking at individual hospitals, however, discrepancies became obvious. They could be attributed hardly to the types of operations, in which many hospitals specialized. A minimum number of performances per year is necessary to keep up the quality. In order to get the qualifications as needed, trainees have to move around to different hospitals, as requested in the regulations. Another reason for the discrepancies could be found in the rapid change in the epidemiolgy of certain diseases and alterations in the treatment. The need for gastric operations e.g. was reduced recently with the introduction of improved pharmacotherapy of peptic ulcers.

D5: Finances

With the exception of the administrative staff of the State Medical association, all people concerned are paid by the fees for services. The statutory insurance schemes pay for more than 80% of all health

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care costs which were left to the forces of the market. In 1969 it was regarded as necessary to regulate the financing of the hospitals. An amendment was even introduced to the Basic Law, subjecting the economic viability of the hospitals and the regulation of hospitalization fees to legislation (Article 74.19a of the Basic Law).

D6: Facilities

Learning for the work of a specialist is not regarded as a byproduct of the routine work of young doctors. No educational facilities with the exeption of rooms for conferences are needed. They either belong to the standard rooms of the larger hospitals or occasionally dining rooms or cafeterias have to be used. Libraries with varying standards are also provided in the hospitals. According to the results of an unpublished own survey, which is in agreement with the literature, 35% - 40% of the knowledge used for changing practice behaviour of young doctors is derived from literature, an almost equal proportion from personal advice given by colleagues.

E: Evolution

The number of clinical specialties for which special training now exists and as represented by professorships at the majority of German universities increased between 1800 to 1900 from 3 to 12 (Eulner). They became part of the undergraduate education as indicated by the inclusion in the final state board examination with a delay of 42 years after the first documented request (Steudel). The formal recognition of specialties as separate from hospital staff and general practitioners occurred in Germany in 1924 (Sewering 1987). For health care 14 different specialties were recognized at the time. Up to 1900 associations for 10 different specialties were founded in USA. Before World War II 12 specialties had established boards for their certification examinations.

Every since control of specialty training and certification has been in the hands of the medical profession at large in Germany. The traditional university teaching methods are used only very little. As it turned out, "on the job training" with the competitive conditions of the health market secures progress. Informal evaluation is provided by consumer satisfaction. Heavy public criticism of the medical profession is often directed against the "unnatural technology" of the present scientific medicine. The medical profession is able to keep its leading position in people's opinion, as the results of public opinion polls show.

Evaluation

Structure and process, as described above, are two fundamental components for the evaluation system.

With the introduction of final examinations a first step can be taken to evaluate the outcome of the training. Using the quality both individually and collectively of health care as criterion, would be a more valid reference for the evaluation of the outcome. This process is presently being developed in some disciplines to evaluate the routine work of doctors but has not yet been applied to training programs and has now to be applied to the limitation of the average working hours of doctors. The length of time for which a doctor may be on duty without a rest of at least 6 hours, has become limited to 12 hours through a decision of the Federal Court of Labour Affairs in 1982. Funds available for payment of overtime are exhausted. Thus the number of essential procedures performed per year of training is decreasing. It was decided, that in such cases, the time of the training has to be extended (Sewering 1983). This will reduce the number of positions becoming vacant and thus getting the parties involved in time restricted labour contracts in conflict with the federal law. The same problem which occurs when job sharing is possible under the common European conditions, is becoming a reality.

These examples show the increasing complexity of all decisions in modern society.

F: Influences

Specialists in the medical disciplines carry a heavy load with their responsibility for the health care of the population. The training is, therefore, exposed to forces from within medicine but also from society, acting through political power and through the systems of social insurance, both private and statutory. The following factors, which have already been mentioned can be listed:

1. Legislation
2. Health care financing
3. Variation in the Spectrum of diseases
4. Progress in science and technology
5. Progress in educational methods, including examinations and evaluation
6. Undergraduate education
7. Attitudes of learners
8. Expectations of the population
9. Scientific standards

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1. Person who prepared this case description

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2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Inservice Training for Professionals in the Robert Bosch Corporation

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). D. Professional, Technical

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Industry

6. Basic characteristics of service area

A. European branches of the Bosch Corporation geographic size (such as square miles or kilometers)

B. - population (number of people living in area)

C. - urban/rural (density of population)

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Human Resource Development in Industry

Companies in West Germany increasingly see continuing education as an essential investment in the future. In terms of figures, it is estimated that companies today spend between 6 and 8 times more than they did in this area in 1972. This increased interest is especially true for 'high-tech' fields where the demand is high for skilled workers. The pace of change also entails that being skilled today does not mean being skilled tomorrow. So - in order to keep up with the pace of technological development - many companies offer various training programs for their employees. Training which is directly job related takes place during normal working hours. Larger companies, however, also offer educational courses free of charge, which are not directly related to one's work place in the employees' free time. Larger companies (with more than 1.000 employees) invest about five times the amount in continuing education as smaller companies do.

The following case description documents a rather unique attempt to prepare high level professionals for future professional demands that - due to the dynamic of the technological development - can not be predicted clearly in advance.

ROBERT BOSCH GMBH BOSCH

"Robert Bosch Kolleg"

Inservice Training for Professionals in the Robert Bosch Corporation

Dr. Peter Kilgenstein*

A: Setting

The Robert Bosch Kolleg is part of the continuing education division of the Robert Bosch group of companies. This group employs 150,000 people worldwide. The Kolleg is responsible for employees with a university level education and employees in executive positions. Participation in the Kolleg's programs is open to employees with any kind of higher education in the Bosch Corporation worldwide. In actual fact, most of the participants come from German companies and subsidiaries and less so from other European divisions of the group. The courses offered are of a primarily technical nature and are aimed at about 4,500 professionals working at Bosch. The Kolleg offers two kinds of programs:

a) intensive courses (Lehrzyklen): this is a relatively long syllabus (12 weeks full-time) which deals with different aspects of one general theme. This program will be described in detail in this case description.

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*The author is the administrator of this program at the Robert Bosch Corporation

b) university-level seminars: these courses deal with one particular topic and are never longer than two weeks.

This case description is limited to the longer series of courses (a).

B: Outcomes

B1: Goals

People who studied applied technical sciences (such as process engineering) several years ago have undergone a progress of specialisation during their professional career. They are often qualified experts in their own field but have lost contact to areas of science which are not directly related to their work. The fundamentals of their own and connected scientific disciplines have often faded out of memory or been replaced by a large amount of detailed knowledge. Furthermore the rapid expansion of knowledge in areas such as computer and robot technology touch on fields of knowledge which were not available when they studied at the university. In these areas many professionals only have a very basic knowledge without a solid basis. The goal of the intensive courses is to close these gaps and to develop a professional, who knows the basic principles of the science as well as the state of the art. The participant should also learn to relate his/her previous knowledge with neighbouring disciplines in order to innovate new ideas. He/she should be able to understand the methods and means of the contemporary state of the discipline as expressed by the younger colleagues and be in a position to use this professional experience in order to judge the merits of their projects. It is hoped that this combination of necessary experience and the graduate knowledge of younger colleagues can create fruitful teamwork.

B2: Benefits

The quality of the result is heavily dependent on the motivation of

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the participants to follow the Kolleg's general philosophy. Participants should not only be concerned about those elements directly related to their daily work but also try to learn from those aspects which appear at first glance to be unrelated to their fields of interests. Example: writing a well-structured computer program can be a good exercise for discovering certain patterns dealing with management problems. Being away from one's daily job for a period of twelve weeks demands an efficient work delegation amongst one's own staff members. After participation in the course, the participants have more time to determine the long term direction of their department and acquire the abilitiy to think in long term planning dimensions.

The contact with people involved in other divisions of Bosch Corporation is quite intensive during the twelve weeks and enables participants to learn about good and bad experiences which colleagues have made elsewhere in the company.

C: Process

C1: Planning

The dates of the series of lectures are fixed two years before the beginning of a course. The general theme area is decided upon 18 months before the start of the course. In the case of a new course, the administrator is responsible for the setting of the curriculum. This is discussed within the company amongst experts and specialists in this field and their staffs. The administrator then consults professors of universities who are experts in the chosen field and a program is developed in order to best realize the goals listed above. The details of the course are publicized within the company one year before the course begins. Possible candidates for participation are proposed by their superiors and up to 25 or 30 people are chosen. The participants have to prepare themselves, especially to make sure that the normal work routine in their department runs smoothly during their absence. In the meantime lecturers are recruited from universities and polytechnical institutes. The lecturers should be recognized experts in their fields and possess the necessary didactical abilities to deal with this unusual learning situation. They are only involved with the Kolleg on the days which they lecture. The search for suitable lecturers is the most important and sensitive part of the planning and the success of a course depends on the choice of the right teachers.

After completion of a 12 week series of courses an intensive feedback session takes place as part of efforts to prepare a new and improved course dealing with the same theme, even if a repetition of the course is not definitely planned. The repetition of any given series is only possible after a period of at least two years.

C2: Methods

The methods employed depend primarily on the theme. The most commonly used method is the university lecture. It is complemented with exercises (with or without tutorial). Aspects which deal with management skills (this is a very small part of any one syllabus) are better organized in group sessions or using case studies. The instructors work mainly with the blackboard backed up with slides, overheads and videos, when this is necessary or useful.

C3: Improvements

There is a session at the end of the twelve week course which discusses in detail the positive and negative aspects of the course. The result of this feedback leads to a better version of the next course with the same general theme. Some lectures are dropped from the syllabus, others introduced. Some lecturers are also replaced.

D: Inputs

D1: Participants

The syllabus is published for about 50 to 100 managing directors within the company whose responsibilities deal with the subject of the course and who can judge which employees would most benefit from the program. The managers are asked to consider and propose staff members from their department. From the list of candidates the best 20 to 30 are chosen who meet the following requirements:

- age 35 to 50
- graduated at least ten years ago
- upper level manager or excellent professional
- ability to extend his/her knowledge to colleagues and staff.

The duration of the course is twelve weeks straight with a one week break after each three weeks. The course takes place 5 days a week with about 6 hours of lessons and two hours of breaks each day.

D2: Needs

The needs for this program are described in B1. Needs assessment take place through discussions with experts in the company without a formal methodology. The program searchs to serve as well the needs of the company as of the participants.

D3: Staff

The staff consists of one administrator, one and a half secretaries, who are also responsible for all the equipment and hardware. The lecturers come from universities and Colleges only for their lecture. They are paid per day.

Examples from the Program of the Robert Bosch Kolleg

18th Teaching Syllabus "Measurement and Control Engineering"

2. Februar - 27. Februar, 9. März - 20. März, 30. März - 10. April, 27. April - 22. Mai 1987

Measurement and Control Engineering
- mathematical methods, 8 days

Control Engineering I: Foundations,
7 days

Control Engineering II:
digital and safety control systems,
3 days

Control Engineering III: 2 days
parameter adaptive control systems,

dynamical System simulation, 4 days

semi-conductors, 4 days

digital engineering, 5 days

graphical information
processing, 1 day

software and
exercise software, 8 days

electrical measurement
technoloquies, 3 days

optical measurement
procedures, 2 days

technical use of
statistical methods,
5 days

project
management,
3 days

D4: Content

The general themes of the intensive courses carried out thus far were:

- Control engineering and Measurement (Meß- und Regelungstechnik)
- Computer Science (Informatik)
- Science of materials (Werkstoffkunde)
- Electronics in Process-Automation (Elektronik in der Prozeßautomatisierung)
- Electronics for Beginners (Elektrotechnik und Elektronik für Nicht-Elektrotechniker)
- Combustion Enginees (Verbrennungskraftmaschinen)
- Use of Computers in Factory Production (Rechnereinsatz in der Fertigung)
- Information Technology (Nachrichtentechnik)
- Business Administration (Betriebswirtschaft)

Each of the courses is composed of several lectures, and lasts one to fourteen days. Their contents belong to the global theme. Some of the intensive courses were held two or three times, others only once. 18 intensive courses have been held since 1981 (date of publication 1987).

D5: Finances

All costs are financed by the Robert Bosch GmbH. There is no support by public or other funds and no fees are taken from participants. The total budget level is divided in approximatly:

40% costs for instructional staff
15% costs for full time staff
10% costs for buildings
10% costs for computer hardware
5% costs for victualling of participants
20% for other equipment and materials

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D6: Facilities

The lecture rooms and the administrator's office are both located in the central administration building of the Robert Bosch GmbH in Stuttgart. There are two lecture rooms which can accomodate 60 and 40 participants respectively. These rooms are equipped with modern blackboards, overhead projectors and slide projectors. Video presentation is also possible but as opposed to many modern didactical ideas the use of blackboards is preferred. There is another room used for teaching programming languages and other topics related to the computer sciences. It is equipped with 16 terminals which are connected to a DEC VAX-750 computer. This facility is especially for use in the course. A small library containing approximately 2000 scientific books is also part of the facilitiy and it is reserved for course participants. The administration building contains all other necessary facilities for the running of the program including a cafeteria, photocopiers, and office materials. The cost breakdown for these facilities is discussed in D5 above.

E: Evolution

The idea of the Kolleg was born in the late seventies as a discussion was being carried out how to take account of the strongly decreasing time of actuality of technical knowledge. Even the best educated members of the enterprise were not able to follow the technical development, since they had the least time for continuing education. As a solution it was decided to give this group of people as much time as possible and necessary for a return to the "state of the art". The discussion developed into a proposed quarter year program of continuing education. A form was found that was acceptable for managing directors (and especially for their staff) and which offered an answer to some of the goals of further education. The realisation of the program was made possible through top management's acceptance of and support for this new form of education. The biggest disadvantage is the long duration of the course, which makes it difficult for important persons in the company to participate without seeming to be replaceable in their respective departments. This however turned out to be the best part of the program. It was shown that it is a sign of good management when a participant doesn't have to organize the daily running of the department but instead can foresee the necessary planning for a period of twelve weeks.

The program only survived in its first years through the extensive support of top management. At present, the participants of the first courses have given the Kolleg a good reputation within the company and the number of proposals for new courses is high enough to keep the institution alive. After six years there is no longer any doubt that this modal program has been a success and that the partcipants are very glad to have received this chance. It should be noted, however, that there is always a limited number of people in the company who can participate in such courses at the same time. We overestimated this number originally and many courses had too few participants. Experience has shown that not more than between 70 and 90 persons can be found each year and thus we now organize only three courses per year (after two at the beginning and four courses after the initial success).

The first administrator of the Kolleg has left the program already and the second will leave after 3 to 4 years in this position so as to ensure the influx of new ideas and topics into the program and to avoid structures becoming too rigid.

F. Influences

The success of the program has been due to the participants and the situation within the company. Since all previous participants support the Kolleg as a result of their positive experiences this has lead to growing requests to partcipate from other people in the company. At the same time, the heavy demands on all high level company employees at any given time only allows a few members of the company to take part in a twelve week course. These two factors are equally present and act to form a balance such that there has always been a good ratio between the number of proposals and the number of possibilities.

The Kolleg's program has been strongly influenced by the speed of technical innovation. If the Kolleg didn't exist already, it would have to be created. The needs list in B1 are becoming more and more important because the knowledge gap between young graduates entering the company and older staff has continued to grow as a result of the technical revolution.

Topics which had been interesting and innovative at the beginning of the program are already outdated and while modern fields such as the computer sciences help to bridge this gap, it cannot be accomplished within the framework of a two to three day training program. At present a study is being carried out by an economics' student to acertain the success of the Kolleg. Former participants and their proposers are being asked about the reasons for and results of their participation in the program. The work is still in progress and its result will influence the future of the Kolleg. The report will be finished in October 1987.

G: Other

The goals of the Kolleg are different from those of the usual programs in the area of continuing education. It not only aims to increase knowledge but also to enable a better understanding of complex problems. This idea of "Education" goes beyond the traditionel acquisition of technical facts within the applied natural sciences. At the same time the Kolleg does not resort to a kind of liberal arts general knowledge as alternative but instead offers an extension of knowledge on the basis of increased competence in a given technical field. The

Kolleg involves a relearning of the logical, exact and scientific methods and not only the solution to concrete problems such as is often practised in management seminars. In this sense the idea of the Kolleg is comparable to studying at a universitiy. Only a small portion of the knowledge acquired by a university graduate can be utilized later. One expects, however, that the graduate has acquired a thorough technical or managerial way of thinking. The ways and the means of this ability should be reintroduced to the participant in a course and made available for everyday use in the company. An employee isn't the same after completion of the 12 week series. The employees have again become independent thinking and learning systems, who of their own accord search for long term solutions to problems and who are dissatisfied with short term and inappropriate proposals.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Dr. Peter Schmoock Phone number 07071/ 40472

Organization Deutsches Institut für Fernstudien

Street Address Neckarhalde 50

City or Town 7400 Tübingen State or Province ________

Nation West Germany

2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Courses by Radio

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). E. Professional, other G. Higher J. Personal

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Radio Station, Educational Administration, Adult Education Association

German Institute for Distance Studies

6. Basic characteristics of service area

A. nation geographic size (such as square miles or kilometers)

B. 55 million population (number of people living in area)

C. mixed urban/rural (density of population)

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Open Learning through Media

A highly developed, industrialized, democratic country needs well educated citizen. Using electronic or print media makes it possible to offer learning opportunities to a wide public and a great number of learners; in contrast to "face-to-face"-teaching/learning situations media-presented programs are available practically to everybody, everywhere, with a high flexibility in time. This makes it possible for adults to fit such learning into their personal daily obligations.

Several learning programs using outreaching media have this as their background philosophy. "Courses by Radio (Funkkolleg)" has become one of the "Oldies" of such media programs in West Germany. Since 20 years it offers learning opportunities to "everybody", dealing on an academic level with one specific topic every year. Although the direct benefit of the "certificate" is limited - no degree or title can be achieved - an average of more than 20.000 persons participate every year in the Funkkolleg; most of them even do not plan to get the certificate. So Funkkolleg is also an indicator that many adults, participating in learning programs do not do so primarily for outside reward, but perceive learning and its outcomes as a value in itself.

FUNKKOLLEG

Saarländischer Rundfunk (federführend) · Süddeutscher Rundfunk · Südwestfunk · Hessischer Rundfunk · Radio Bremen · Westdeutscher Rundfunk · Deutsches Institut für Fernstudien (DIFF)
Kultusverwaltungen der beteiligten Länder
Landesverbände der Volkshochschulen

"Courses by Radio"
Case Description of an Open Academic Program for Adults

Dr. Peter Schmoock*

A: Setting

The "Courses by Radio" (Funkkolleg) - a multi-media teaching system incorporating radio broadcasts (Kollegstunden), study brochures (Studienbegleitbriefe), study groups (Studienbegleitzirkel) and computerized evaluation of examinations (Hausarbeiten und Klausuren) - founded in 1966, has been jointly developed and carried out by 6 regional public broadcasting stations in West Germany and the German Institute for Distance Studies (DIFF) with the support of the Education Departments as well as the State Adult Education Associations of 6 German states. The Funkkolleg is open to all who want to analyse important questions of our time in an academic manner.

This program addresses lay persons as well as specialists, students enrolled in institutions of higher education and high schools, teachers from all types of schools and of all levels including Adult Education.

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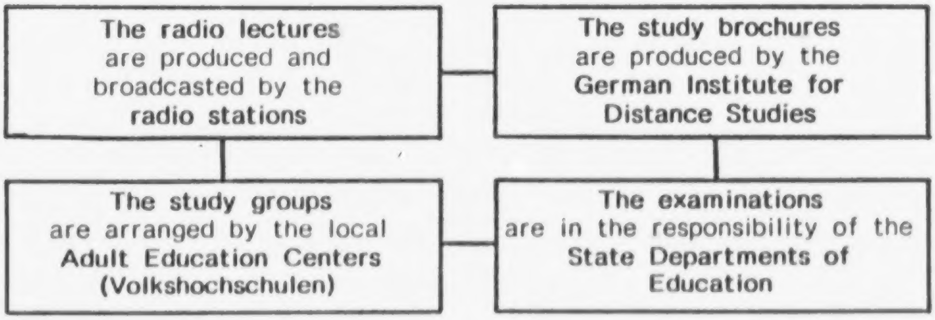
* The author is the Head of the Department "Funkkolleg" at the German Institute for Distance Studies at the Universitly of Tübingen.

Because Funkkolleg addresses a wide population spectrum no special knowledge or abilities are required of the participants for any of these courses. On the contrary, Funkkolleg is planned such that the content can be understood by participants of diverse educational backgrounds. Participants are however expected to have the interest and commitment in order to complete a lengthy program of study consisting of: 30 one hour lectures broadcast, approximately 30 pages of printed material per week (study brochure), optional study groups, and 4 multiple choice tests (2 at home, 2 at designated test centers). Each year one course focussing on one subject is offered.

This is comparable to a two semester introductary lecture at an university with seminar in a weekly rhythm over a period of nine months. The courses can at the same time also be of great value for many teachers who want to receive new information and impulses for their daily work.

Organization and didactical strukture
of "Courses by Radio"


The radio lectures are produced and broadcasted by the radio stations
The study brochures are produced by the German Institute for Distance Studies
The study groups are arranged by the local Adult Education Centers (Volkshochschulen)
The examinations are in the responsibility of the State Departments of Education

B: Outcomes

B1: Goals

Through the example of a selected area of study, the organizers of each Kolleg want to introduce the participant to methods of question-formulation, argumentation and explanation for various academic disciplines. In this manner the participants should be enabled to take a competent position on questions concerning the addressed subject. The difficulty for each Funkkolleg consists not only in catching and equalizing the different cognative levels, but rather in developing a (interdisciplinary planned) curriculum that is also understandable without a special systematic background knowledge in that subject and without the knowledge of a subject-specific vocabulary.

B2: Benefits

Funkkolleg is used in various ways within the field of education: in certain subjects for teachers' training, in teachers' continuing education in traditional school subjects, as introductory courses in the university general curriculum as well as a bridge between high school and university. In the field of continuing education and adult education Funkkolleg has, in the meantime, an established place.

The success of the Funkkolleg is reflected, among others, through the interest of the offically enrolled participants; in its more than 20 year history, close to 500.000 people have participated in this educational model with an average enrollment of 20.00 to 40.000 participants per Kolleg. During these 20 years, a whole kaleidoscope of academic disciplines have been dealt with: subjects of social science, such as literature, language, music, art, history and philosophy, as well as topics from the natural sciences like mathematics, social medicine, biology and ecology (for topics and number of participants see D4).

Successful completion of a Funkkolleg counts towards the univerity entrance requirements for non-students; credit for an introductory university courses; continuing education for teachers; continuing education for other professional groups; preparation for higher education by high school students; continuing education for senior citizens.

From the beginning the heterogeneous population of each Funkkolleg has required the most diverse affective and cognitive goals to be united. One has again and again been forced to present vivid examples drawn from reality that the individual sciences contribute to the definition and solution of relevant questions of the present. This phenomenon oriented approach is perhaps one charactistic contributing to the approval which the Funkkolleg has received.

The certificate examination consists of four written examinations: two "take-homes" and two under supervision per semester. The tests follow the multiple choice system, allowing a computerized evaluation of the 5.000 - 15.000 papers for each examination.

C: Process

C1: Planning

The Planning Commission

The institutions participating in the Funkkolleg are represented on the executive decision-making board of the Planning Commission with equal rights. Funkkolleg topics of general importance are decided, the curricula approved and financial and organizational measures are discussed in this commission.

Important committees of the Planning Commission are:

- the Certificate Commission that establishes the standards (based on the stipulations and provisions of the participating Departments of Education) for the certificates;

- the Examination Commission that is responsible for the approval of the examination materials (take-home examinations and examinations under supervision) for establishing the scoring scale for "pass"/"no pass" and for special cases.

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The Departments of Education of the states have the deciding influence in both of these committees.

The following institutions are participating in Funkkolleg:

The radio stations
The responsible radio station represents the organizers as far as they do not sign contracts of their own. It is responsible for the business arrangements and implementation of the project within the limits of the agreed upon division of tasks and works on behalf of the Planning Commision. The responsible radio station also takes responsibilitly for the editing and production of the radio lectures (including the introductary and feedback broadcasts).

"The Deutsche Institut für Fernstudien at the University of Tübingen" (DIFF)
The DIFF is responsible for the development, production and distribution of the study brochures (Studienbegleitbriefe) as well as the examination papers for the take-homes and examinations under supervision. DIFF is also accountable for the detailed representative participant survey (Begleituntersuchung) for each Funkkolleg.

State Adult Education Associations ("Volkshochschulverbände")
The State Adult Education Associations are responsible for the social learning phase. The offered but optional evening classes (Studienbegleitzirkel) lie under the anspices of the local Adult Education Centers (VHS). In conjunction with the Adult Education Center, various institutions of the Protestant and Catholic Adult Education also conduct evening classes for the Funkkolleg.

The State Departments of Education
The Departments of Education of the states participating are responsible for the examinations and the recognition of the certificates.

The Institutions of Higher Education

The participating state institutions of higher education represented by the Vice Chancellors' Conference, contribute above all academic expertise to the Planning Commission and ensure that the examinations meet the standards for obtaining introductory level college credit.

C2: Methods

The material to be learned during one Funkkolleg is divided into 30 units. For each unit there is a radio broadcast (Kollegstunde) every week and a brochure consisting of texts to be read before, during and after the broadcast. Additional elements in the learning process are the evening classes and the examinations. Each of these media have a distinct purpose in the learning process:

The broadcast (Kollegstunde)

- stimulates an intensified independent study through the use of radio dramatic techniques such as skits, dialogues, discussions, reports, original soundtracks;
- provides a time framework through repeated weekly broadcasts and helps participants to establish their individual work tempo and to structure their learning efforts.

The Kollegstunden are broadcasted by all radio stations participating in Funkkolleg as a 60 minute unit and are repeated during the same week. During the Funkkolleg vacation, "feedback programs" in which participants are able to respond hold the connection to the participants.

The Study-Brochure (Studienbegleitbrief)

The printed material for each unit consists of the following :

1) the **pre-text**, to be read before the broadcast
2) the **accompaniment text** which is to be used during the broadcast

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3) the **study text**, to be completed after the broadcast.

1) The **pre-text** offers a general introduction to each Kollegstunde and identifies the goals. It also provides an annotated outline of the unit. The important terms which are mentioned during the broadcast are briefly explained. Names of important people that are mentioned during the Kollegstunde are also presented.

2) The **accompaniment text** is designed to be in front of participants as they listen to the Kollegstunde. This text contains a condensed version of the Kollegstunde Outline and the visual aids (pictures, sketches, charts, diagrams) and important primary sources.

3) The **study text** takes up the most important aspects of the Kollegstunde. It provides an exact and extended presentation of the discussed topic, the academic problems and methods, the use and meaning for practical application. The exercises in the text allow for an independent control of one's learning progress and practice using the learned material.

In addition, each study-brochure has an "appendix" which contains suggested solutions for the exercises, an annotated bibliography as well as a glossary which explains important terms and can, at the same time, be used as an index. This index beside the index of names makes it possible to use the various study brochures as a source of information also when the actual Funkkolleg is over.

The optional Study Group

- provides the **social learning phase** and allows for an active, individual and communicative learning;
- helps to overcome particular difficulties in understanding;
- reinforces the new knowledge by guiding the participants to independent usage of the new terms;
- can prepare participants for the examinations.

C3: Improvements

With a "Multi-media Distance Study" - as the Funkkolleg is identified - the possibilities of direct contact between the organizers and participants are limited. It is therefore important to mention the following response possibilities:

- **Participants' mail** is one of the most important response possibilities through which the participants are able to make their judgement of the Funkkolleg's content and problems known. The resulting suggestions as well as critique are used for improving the program.

- The **Participants' Forum** appears in each study-brochure providing a means of quick response to voiced criticism and to also make known information and questions of general and specific interest to other participants. However, due to the limited amount of space available, only a selected number of entries can be printed.

- The **study-groups** at the Adult Education Centers and uni-versities as well as self-organised groups provide another means of response for a portion of the participants. Here the participants leave their individualized learning situation to join together with other participants or the group leader to directly clarify emerging difficulties or problems with the material.

- The **feedback broadcasts** are more concerned with the discussion of problems which have been brought to the attention of the Funkkolleg organizers through the participants than the presentation of academic information. Due to the limited number and length of these broadcasts, only a selection of the existing problems can be discussed.

- **Take-home and Written Examinations under supervision** are another intensive form of individual response. They provide information about the level of the acquired knowledge and act to encourage active participation.

- The **Participant Survey** has been a constant component of the Funkkolleg since the beginning. The central goal, independent of the specific questions, is to create an additional feedback possibility. The results of this survey make it possible to formulate reliable statements and predictions, especially concerning:
  - the composition of the participant group,
  - the level of participants' basic knowledge,
  - the setting of goals,
  - the study habits of the participants,
  - learning difficulties.

The didactic concept of each Funkkolleg is understood as a concrete contribution to the clarification of the theory/praxis relationship in the field of education. In this way, each Funkkolleg provides an empirical field study with 20.000 - 40.000 participants. Therefore the curriculum innovation potential, which is emanated by each Funkkolleg, especially in the field of university and adult education, offers a contribution to general university didactics and to the general academic further education each year.

The research division of the German Institute for Distance Studies conducts for each Funkkolleg a representative accompaniment survey which entails an analysis of the structural data of the participants, of information about the participants learning conditions, the use and evaluation of the media as well as the evaluation of the learn-success and a general assessment of the Kolleg. According to the media evaluation, 70% to 80% of the participants find the broadcast and study-brochures consistantly "good" and "very good". It was above all possible to maintain the necessary amount of time invested to the established limit of approximately 4 hours per week. Also learning difficulties were attributed less to the areas of content or subject but rather more to professional/family time pressures. In general more than 90% of the participants were "satisfied" or "very satisfied" with the Funkkolllegs on the whole.

The dropout rate from the first to the second semester has ranged between 5-10% for the last 10 Funkkollegs. Nearly 25% of all participants receive a certificate of successful participation after the examination mentioned above.

D: Inputs

D1: Participants

The following groups can be identified within the Funkkolleg participants:

A) Participants who are seeking admission to the university entrance examination, especially academically-inclined individuals who are presently working.
B) Those studying at institutions of higher education who during their studies want to obtain specific knowledge offered by a Kolleg.
C) Teachers from all types of schools and of all levels who want to benefit from the Kolleg's education and teaching expertise. Teachers at institutions of higher education who are involved with the Kolleg's addressed topic.
D) Members of other professional groups and lay persons who want to be informed of the problems and methods of the topics covered by Funkkolleg.
E) Secondary school students in their last two years of high school, who due to professional goals reqire the basic knowledge contained in the addressed topics.
F) Senior citizens.

Participation per group is as follows:

		average:
A) Those seeking acceptance to a university	2- 7%	3%
B) University Students	8-34%	13%
C) Teachers	25-63%	38%
D) General interest	11-50%	39%
E) High school students	2-12%	5%
F) Senior citizens	not available	

This fluctuation in the rate of participation by the various groups shows that no constant participant group can be anticipated prior to any one Kolleg, but rather a topic specific reaction is to be observed, even when teachers and lay persons have a strong tendency to participate.

D3: Staff

A successful Funkkolleg requires the cooperation of many institutions and individuals; there is however no one "Funkkolleg staff" per se. The involved personnel are employees of the 1) responsible radio station, 2) German Institute for Distance Studies (DIFF) 3) local Adult Education Centers, and 4) professors from various universities.

The radio station which broadcasts the Funkkolleg provides the technical personnel from their own staff.

For each Funkkolleg the German Institute for Distance Studies (DIFF) provides 3 academic specialists who are responsible for the academic qualitiy and didactical questions of one Funkkolleg; these are specialists in that academic discipline and involved with the one Funkkolleg. In addition to these specialists who are employed for 2 years each, there are 5 full-time employes (1 Head of Department, 2 responsible for editing and evaluation, and 2 secretaries), and approximately 30 - 40 professors as authors. The Center Office of the Funkkolleg in Frankfurt, which registers all participants and helps in organizing the examinations, has a staff capacity of 3 full-time employes.

The Adult Education Centers select and employ 200 - 300 study group leaders.

D4: Content

Funkkolleg Topics:		number of participants:
1966/69	Modern Society	3.280
1969/70	Theory of Education	13.495
1970/71	Mathematics	25.475
1971	Political Economics	8.247
1971/72	Linguistics	16.950
1972/73	Educational Psychology	40.653
1973/74	Biology	19.730
1974/75	Social Change	21.945
1975/76	Counseling in Education	47.930
1976/77	Literature	29.176
1977/78	Music	35.096
1978/79	Environment and Health	18.000
1979/80	History	33.265
1980/81	Practical Philosophy/ Ethics	23.932
1981/82	Man and his Environment	21.954
1982/83	Law	13.800
1983/84	Religion	24.066
1984/85	Art	40.647
1985/86	Politics	20.735
1986/87	Psychobiology - Human and Animal Behavior	23.389
total number of participants		481.765

D5: Finances

The expenses incurred by the radio station, including the lecturers' honorarium is covered by the station's operating budget. This work is considered as part of a radio station's public responsibility. Federal and state funds finance the contribution of the German Institute for Distance Studies to Funkkolleg. The Adult Education centers charge a nominal fee for participation in a study group. This fee in turn covers the group leaders' honorarium, and the centers administrative expenses. Each Funkkolleg participant pays a course fee (in 1986-87 104,- DM, which is about $50) which covers the printing and distribution costs of the 14 study-brochures (each containing approximately 120 pages) and the evaluation of the multiple-choice examinations which is contracted out to a private computer firm.

D6: Facilities

In so far as there is no staff which works exclusivly for Funkkolleg, there are also no exclusive facilities. All those involved in the organization and production of Funkkolleg use their "home-base" facilities, i.e. radio station, German Institute for Distance Studies (DIFF) and the Adult Education centers. The printing and distributing of the study brochures are by order of DIFF carried out by a private publisher. Due to the nature of this programm, students require no special equipment or supplies other than a radio and the printed materials which are sent to them by post in the course of the Funkkolleg.

E: Evolution / F: Influences

The Funkkolleg began in 1966 with a lecture series of the public Hessian Radio station entitled: "To the understanding of modern society." This was above all an attempt to provide prospective Social Studies teacher with up to date knowledge.

At the beginning the Funkkolleg served to help eliminate trouble spots, especially with the introduction of new school subjects, for which no intrinsic teacher's training was available (for example: social sciences, new mathematics, linguistics). In addition to an intensive and professionally accompanied continuing education for teachers, which extensively covers all of the participating states, in recent years Funkkolleg has been used above all by the "general interest" group who seek to improve professional qualifications or a demanding leisure time pursuit.

The originally aspired "opening of higher education for all" has only partially succeeded due to the high level of achievement required: still, approximately 20.000 participants have during this years used the Funkkolleg to gain entrance to university through a "special examination".

In October 1986, 20 years of Funkkolleg was celebrated at Frankfurt University. At this time emphasis was still placed on the open character of Funkkolleg as opposed to official training programs with a final examination which has again and again allowed for a wide spectrum of participants who are interested in analysing pressing issues of our times.

The multi-media distance study program with its independence of time, place and teacher offers flexible possibilities for learning and continuing education to adults who are restricted through family and professional responsibilities. The Funkkolleg, with its wide spectrum of participating institutions and many scholars, offers a well-balanced, wide ranging curriculum which possesses an innovative trend-setting competence for students, teachers and those seeking a personal sense of satisfaction.

Also the possibilities of the social learning phase in the study groups and informal study circles counteract the danger of individual learners becoming isolated and present a diverse offering of reinforcive communicative learning.

Precisely the possibility of choosing between individual and integrative-communicative learning styles allows the adult who is restricted through professional/family obligations the freedom to set his/her own place, time and pace of learning.

15H/17

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Dr. Rainer Funke Phone number 07071/296872

Organization Universität Tübingen

Street Address Wilhelmstraße

City or Town 7400 Tübingen State or Province ____

Nation West germany

2. Check whether this case is based on

(X) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Continuing Education at the University of Tübingen

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). D. Professional, Technical E. Professional, Other G. Higher

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

University of Tübingen - University

6. Basic characteristics of service area

A. from local to worldwide geographic size (such as square miles or kilometers)

B. - population (number of people living in area)

C. - urban/rural (density of population)

15J/1

Continuing Education at Universities

Universities and colleges in West Germany are State Institutions; their mission is research and teaching. The group they serve primarily is the "normal" full-time student between 20 and 28 years of age - an exception is the Correspondence University in Hagen. An increasing, but still small number of adult students can also be observed at the traditional institutions of higher education within the last years. But as there is still a heavy overload of first time students in most subjects, resulting from the Baby Boom of the sixties, the universities are not prepared for adult (part-time) students.

There are several reasons that continue to make it difficult for adults to study at universities: in order to receive a university degree, it usually takes about five years of full-time study; there are no intermediate degrees (as i.e., the American Associate Degree or B.A.); there is also no credit-system that allows a student to compose a degree from various sources, and the organization of the lectures and seminars do not consider the specific situation of working adults (i.e. night or weekend classes). This has been recognized as an emerging problem, so efforts are being made to change this situtation. One way to offer the educational potential of a university on a short-time and pragmatical basis to adults is described in the following case description. But although first steps are being made, it still seems that it will take a good while until a number of academic degree programs especially for adults will be offered.

**EBERHARD-KARLS-UNIVERSITÄT
TÜBINGEN**

**WISSENSCHAFTLICHE
FORT- UND WEITERBILDUNG**

Continuing Education at the University of Tübingen

Dr. Rainer Funke*

A: Setting

The University of Tübingen, one of the most traditional universities in southwestern Germany, with a student population of 24.000, also offers university-level courses in the form of advanced continuing education for working professionals. The University offers courses taken from every available discipline to support and increase the professional competency of working adults, but without a degree program for this group. The largest part of the program selection is vocational. Most of the prospective participants are working in professional fields needing scientific knowledge and methods.

There is additionally a request for socially relevant topics at a university level standard. There are however practical difficulties which force us at present to restrict activity in this area. We refer interested people either to the many courses offered by the Adult

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*The author is on the staff of the Advanced Continuing Education Service at the University of Tübingen.

Education Centre (VHS) or suggest they take part as "guest listeners" in regular courses at the University.

B: Outcomes

B:1 Goals

The university's role in continuing education is regulated in paragraphs (§) 3 and 48 of Baden-Württemberg's Law governing Universities (In West Germany education is subject to state and not federal jurisdiction):

"The universities are to support studies in the area of continuing education and take part in continuing education events/courses/ programs. They are to further the continuing education of their own personnel." (§ 3.2)

"Contact study programs leads to a scientific deepening of knowledge and supplement to practical vocational experience. It should particularly:

1. raise special knowledge needs of each vocation up to the present state of scientific development.
2. widen the knowledge of the connections/interrelations within each discipline/subject.
3. preserve and deepen individual practice of scientific methods and know-how.
4. mediate special knowledge in certain areas" (§ 48.4).

The task and profile of continuing education at the University of Tübingen are expressed in the following decree of the University Senate from July 4, 1985. Continuing education is derived from the following principles:

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"a. unity of research and teaching:
Continuing education, like all tasks in research, teaching and learning at the university, is determined according to the principle of the unity of research and teaching. This principle alone enables advanced continuing education to achieve a "first hand" transfer of research. Thus it is necessary for scholars in the area of continuing education at the university to have a close connection to research in their own fields.

b. integration of educational and vocational aspects:
Continuing education is drawn from an educational concept which relate theory and practice, science and life to each other in a critical and inspiring manner. Continuing education at the university aims to provide non-students with the necessary knowledge in their scientific-related fields in order to improve their professional performance. At the same time it also tries to provide them with an increased capacity for judgement and action, which sharpens their criteria in the discussion of past and present developments.

c. critical self-reflection:
The scientific methods used in the university's continuing education demand critical self-reflection. Therefore university continuing education is always accompanied by a permanent criticism and improvement of goals, contents and methods.

d. The role of continuing education for society and its meaning for the scientific community:
The university guarantees a high standard of education in the area of continuing education, including objectivity, neutrality, up-to-date level of knowledge.The university as a public provider does not follow any particular lobby interests and is obligated to the scientific ethos. It works together with other instances of continuing education."

15J/5

B2: Benefits

Course participants receive in small and intensive compact seminars:

- know-how in the latest research results and methods for use in their own work;
- concise review of the newest developmnents in their own fields
- new solutions for complex interdisciplinary question complexes in their professions;
- individual advice suited to their specific needs
- opportunity for an inter-disciplinary and personal exchange of ideas and critical discussion with experts, other professionals working in the same field, and professionals from other institutions and firms.

The success of the program can be seen in the high percentage of "regular customers" (more than 50%) who repeatedly send staff or, in the fact, teachers to take part in courses despite long travelling distances to the university.

A further criteria for success is the improved employment chances for job beginners who have taken part in a additional qualification program (clinical psychologists, for instance). This has been confirmed in participants interviews and expressed by high demand for participation in the program.

Normally participants receive an ungraded certificate of participation. In certain courses it is possible to get a qualifying, state-accredited and controlled certificate i.e. proof of expertise in the use of radioactive materials. There is, however, no possibility to obtain a regular university degree through participation in the program in advanced continuing education. This requires a degree program with the prescribed examiniation requirements.

15J/6

C: Process

C1: Planning

Program development is organized jointly by the university professors and the Advanced Continuing Education Services of the university. The start for all planning are the available fields of work and special research areas at the University of Tübingen. The organizers look into the degree of information growth, innovative elements and relevance of scientific knowledge for specifically selected target groups. However many interesting topic areas can't be brought into the program due to a severe work overload in many areas. Principally we only offer courses that can best be carried out by the university itself. All this suggests a rather "possibility"-oriented planning procedure whereas afterwards the exact identification of the proposed target group takes place in order to tune the program to this group in the proper content and form. In the end the acceptance by the participants and the evaluation of their improvement suggestions allow us to judge the correctness of each particular planning phase. The program development is also aided and advised by a Senate's commission for scientific continuing education and faculty representatives.

C2: Methods

The individual responsibility of the university professor who offers courses in advanced continuing education extends naturally not only to the theories presented but also to all didactical and methodological questions. The fact however, that our program is directed at adults with professional experience usually determines that certain structural elements are characteristic for continuing education courses at the University of Tübingen.

- short, compact presentation (1 to 5 days; in special cases several weeks)

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- concise and target group accented information phases based on participants' materials or preparatory working papers
- extensive group discussion periods or other opportunities which allow participants to relate their own experiences, learning motivation, knowledge interests and to bring up questions of adapting theory to reality
- an open curriculm and flexible course development tailored to the participants' interests, their available knowledge and individual needs
- practical exercises, case studies, group work, or intensive practical course including instruction and constant supervision
- an environment which promotes learning and communication: organized activites, common meals, entertainment, opportunities to get to know each other, cultural program)
- participant's materials, manuscripts and other papers which are available before the course so that participants can prepare themselves.

C3: Improvement

As opposed to regular students, program participants have to pay a tuition fee for the program in advanced continuing education. Thus the demand for offered courses according to the free market principle is an important indication of the courses' attractiveness for participants. There are also anonymous participant questionnaires and discussion between participants and teacher as well as post-course discussion between the program coordinators and teachers in order to optimize future courses. But due to work overloads only in some cases are we able to carry out a full-scale evaluation of any one course.

A continual improvment and actualisation of courses which are repeatedly offered is self-evident for the university. A separate education program for teachers is not necessary because the researchers and university professors conduct the courses themselves and as such are always involved in the reshaping and restructing of them.

This idea of increasing the teaching and learning competency of these professors was tried out in the Seventies but couldn't be realised in practice. Thus there is no teaching counselling service available within the Advanced Continuing Eduction Services from experts directly for teachers in the continuing education program. Such a need can be meet on request as the University of Tübingen also has a department of Adult Education.

C4: Participants

According to the nature of the target group, we choose one or several of the following means to publicize our courses:

- direct advertising (individual customers, institutes, industry firms)
- broschures and program in public buildings and companies
- informing journals and daily newspapers
- advertisements
- press conferences
- information given by relevant public officials
- participation at trade fairs

The short compact form prevents completely the problem of drop-outs. Optimal participant suitability is insured through:

- exact description of course, target group, pre-requisites and learn goals
- telephone counselling from the department staff
- (when necessary) counselling and qualified information (i.e. regarding other better institutions) from the course instructor

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D: Inputs

D1: Participants

As the courses in the area of continuing education are the responsibility of individual university professors there is no central registration of all offers. Altogether between 1.000 and 1.500 people take part yearly in the courses administrated by the Advanced Continuing Education Services. The average course length was 3 days. Estimates for the whole university are about 3.000 to 4.000 participants and an average course length of 1,5 to 3 days. These number do not include all (non-paying) guests of regular university programs, and guest listeners of Tübingen's open "studium generale". As opposed to other universities in West Germany, Tübingen restricts the denotation specifically for university-level courses in continuing education: This program does not include any courses leading to or equivalent to a regular university degree program at the university.

The seminar participants are primarily working already in their specific fields. The number of university graduates without work reach in individual cases (clinical psychology) up to 30% of the total numbe of participants. Depending on the length of the course and the topic, the potential drawing area covers up to 50 km surrounding Tübingen, the state of Baden-Württemberg, the whole area of the West Germany or the European continent. This depends whether or not comparable courses are being offered elsewhere and on the quality or uniqueness of the courses.

The following professionals are regular participants in the program of continuing education at the University of Tübingen:

- teachers of different subjects (primarily from high schools and vocational colleges), teachers in the area of adult education, apprenticeship trainers, psychologists, social workers, ministers, judges, corporative lawyers, lawyers, tax consultants, commercial people, journalists, company executives and managers, doctors, research and development staff workers, civil servants, engineers, physicists, chemists, biologists, biochemists, pharmacists, medical technical assistants and chemical technical assistants.

Individual courses last from 1 to 5 days. They form however elements of a building block system of courses which supplement and build upon each other. Each participant chooses only those seminars which he/she needs and thus keeps his/her burden as low as possible.

The ratio of teachers and advisers to participants can be as low as 1:2, in extreme cases there is an individual supervision. The group size ranges according to the purpose of the courses, form and topic from small groups (8-12 people) to a full lecture hall (200 people and more).

D2: Needs

The need for university-level continuing education is a result of the fact that no degree provides its holder with a supply of knowledge and know-how for his/her whole professional career. The accelerating developments in research causes a rapid outdating of once acquired knowledge and methods unless one continually keeps up to date. It is especially necessary in scientific fields to match new developments and extend one's already acquired basic knowledge.

The university has alone at its disposal, with its institutes and seminaries, its laboratories and libraries all the infrastructural pre-requisites which make scientific continuing education possible. The university derives its concrete activities in the area of continuing education from its research and teaching priorities. Thus it is able to draw directly from its available facilities.

The target groups of university-level advanced continuing education are as a rule (in accordance with § 48(6) of Baden-Württemberg's university statutes) those working people who received a further professional qualification through a scientific training or degree.

The legislative framework also allows the participation by candidates who "otherwise have achieved the necessary suitability for the participation in a particular program course in their vocational field." (§ 48(6) UG).

University-level continuing education is aimed at three target groups:

1) qualified academics in specific fields,
2) qualified academics who do not specialize in the field being dealt with in a course
3) non-academics who have acheived the necessary qualifications through specific experience in their vocational life.

The first group is of course the rule. The opening of courses to the other groups is an effort by the university to seize the opportuinity to:

a) mediate new competencies to people not having completed a traditional academic training within the university system.
b) to show the university's research results to a larger audience and,
c) to get additional ideas and suggestions for future research through an intensification of contacts and dialogue with different groups in society.

The level of research remains throughout this exchange at the usual standard of university research.

D3: Staff

Those actually responsible for advanced continuing education are the university teachers. They offer continuing education courses supplementary to their research and teaching duties. Thus there are no special teachers for continuing education. Between 100 and 150 scientists at the university are involved every year in teaching courses for continuing education. External teachers and lecturers are additionally invited to teach certain courses: The Advanced Continuing Education Service is responsible for all services connected with the planning and organization of the program. The staff includes 2 organizers with university degrees, one administrative person (full-time) and a part-time secretary from the university administration. Their salaries are all paid for by the State of Baden-Württemberg.

D4: Content

Approximateley 250 courses and seminars take place annually at the University of Tübingen. No exact figures are available as university teachers often carry out courses on their own initiative and with their own resources. The Advanced Continuing Education Services look after about 120 of the total number. The topics are drawn from all representative areas of research and teaching at the university; however the following areas of concentration have emerged:

- special courses in technical and natural scientific fields
- forms of treatment in clinical psychology
- practical courses in the areas of law, economics and the social sciences
- advanced subject oriented training for teachers

Moreover there is an extensive program of advanced training courses for physicians offered by the university clinic in cooperation with the regional physician's chamber.

D5: Finances

Normal students at the University of Tübingen do not have to pay any tuition fees (this is the case everywhere in West Germany). This does not apply to participants in courses of continuing education because the State of Baden-Württemberg's responsible Ministry of Finance demands that the program be self-supporting. There are only in exceptional cases extra funds for projects carried out by the department of continuing education. Still the State government enables a basic financial stability through its payment of the personnel costs for the department staff. However these costs are themselves "cut out" of the university's budget, that means in effect that the departments' costs have to be carried by the state-supported university. All other costs have to be financed from participant fees including overhead costs and additional costs for the use of rooms and university facilities, mailing costs, office materials, fees and travel costs, printing of material and the payment of additionally needed staff for the preparation of specific courses. As a result of these factors, it is necessary to calculate the cost of each particular course separately.

If there is a profit, this money goes to the institutes of the participating university teachers (for literature, equipment, travel funds, tutor funding etc.). The payment of fees for external teachers presents no problems. However there are restricting laws governing the private fees open to employees of the university. These laws were originally passed to protect against misuse in other areas and are not always suitable for advanced continuing education. In principal, it would be possible instead of direct payment to transfer the teaching amount to the total teaching load required of all teachers of the university. This possibility is ruled out however by the fact that at present, the university staff is overburdened by the teaching overload of full-time students. (24.000 students with an official teaching capacity of 14.000)

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D6: Facilities

As a rule the courses take place where the university itself "takes place", that is in the regular institutes, laboratories and other facilities. Often only the university has the necessary facilities for a specific course, whether it be offered as a normal course at the university or a part of the program of continuing education.

The fact that normal university facilities are used for these advanced continuing eduction courses in positively judged by participants. Additionally, of course, it is possible to use the conference facilities of the university for longer courses.

E: Evolution

There has always been a certain transfer of scientific knowledge from the university to society. Often however the necessary infrastructure had not been available for the realisation of this goal. For this reason the "Advanced Continuing Education Services" were founded as a test project in 1981 in Tübingen (financed through state and federal funds).

In the following 4 1/2 years the staff looked into the legal and organisational conditions and possibilities for university-level continuing education and as a result built up a comprehensive program of courses drawn from all fields of the university. The effort was successful. It was appreciated and accepted by university professors and the program's participants and target groups. The program has grown in the meantime to such an extant that the staff's capacities are exhausted. The demand for courses would truly justify a further extensive expansion of the program; the needed potential in knowledge necessary for vocational people is available at the University of Tübingen.

F: Influences

There are many different and varying providers for general and vocational-related continuing education in the State of Baden-Württemberg. In terms of numbers the VHS (Adult Education Center) and the occupational training programs head the top of the list, but also public offices, private organisations, representative groups for various vocations, the Churches, political parties and companies are active in this area. The university, as a public institution, has to adhere to the subsidiary principle, i.e. to offer supplementary courses in those areas where it is the only or best qualified provider. Thus it follows the philosophy of cooperation with other providers instead of competition and concentrates its energies also in the area of continuing education in maintaining a scientific profile. That's why we speak of a university-level or advanced continuing education.

The political discussion about education in the country has been dominated since the mid 80s by considerations concerning a job qualification offensive. This is seen as a means by which industry and society can successfully meet the challenges faced as a result of scientific and techincal developments and the resulting structural changes in the economy. The program of continuing education at universities is included in the responsible government ministry's "general conception" for further education which was decided upon recently. The university hopes that certain concrete proposals and financial assistance will be connected with this intent in order that in the future, the working area of the department can be further developed, strengthed and extended in order to be able to meet the demands of the various target groups.

G: Other

The University of Tübingen fulfills with its program in advanced continuing education a relatively new and vaguely formulated legal task for which the state so far has created neither the necessary administrative pre-conditions nor the capacities. Although the personnel and financial situation of the university is overburdened by the numbers of "normal" students, the University of Tübingen voluntarily carries on with the program in continuing education alongside its normal research and teaching requirements. It does so because it is of the opinion that the scientific and vocational competency of its graduates (but also of non-academics working in fields which require such knowledge) can only be insured through university-level continuing education programs.

As one of the classical universities in West Germany, Tübingen is considered exemplary for its consistent and consequent support and organization according to the needs and opportunities of vocational target groups.

Face Sheet
World Perspective on Adult Education

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1. Person who prepared this case description

Name Dr. H. Taigel Phone number 07121/73115

Organization Abendgymnasium

Street Address Stöffelbergweg 15

City or Town 7417 Pfullingen State or Province ______

Nation West Germany

2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Evening High School Reutlingen

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). F. Secondary

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Adult Education Center

6. Basic characteristics of service area

A. 500 km^2 geographic size (such as square miles or kilometers)

B. 250.000 population (number of people living in area)

C. mixed urban/rural (density of population)

15K/1

Special Chance for Latecomers

The West German School System is in general characterized by three tracks: After four years of primary school ("Grundschule") the parents, advised by the teacher, decide about the type of secondary school their children will attend in the following years:

a) The **Hauptschule** (grade 5 to 9) emphasizes general education and is after grade 9 supplemented by a 2 to 3 1/2 years vocational training, generally leading to a "blue collar profession".

b) The **Realschule** (grade 5 to 10) emphasizes general education and leads after grade 10 either to a vocational training in general in "white collar professions", or to higher secondary schools.

c) The **Gymnasium** (grade 5 to 13) prepares with its general education for studying at a university or college or for entering a high level professional training. The final examination there is called "Abitur".

With successful completion of the Abitur, the student can apply for the admission to a university or college. Most young people in West Germany who intend to study at the university go this way; this is known as the 1. Bildungsweg ("first educational way").

There are, however, other students who completed a Hauptschule or Realschule education, work for several years and then decide to study at the university. Before being admitted to the university, these students must first receive the "Abitur" by attending schools which are not a part of the public school system. This is known as the 2. Bildungsweg ("second educational way"). A program offering this chance is described in the following case study. There exist also similar programs for adults who need to complete the Hauptschule or the Realschule.

15K/2

vhs

Abitur im
Abendgymnasium

Evening High School
Adult Education Center of Reutlingen

Dr. H. Taigel*

A: Setting

The evening high school (Abendgymnasium) of Reutlingen is an institution which opens the way to a university education for men and women who have completed a vocational and commercial training after finishing Hauptschule or have been working for several years (2. Bildungsweg). The evening high school leads to a general high school diploma (Abitur) which makes the entrance to universities and other institutions of higher education possible.

This program is offered through the Association for the Education of Adults (Verein für Volksbildung) in accordance with the private school legislation. With the Adult Education Centers (VHS), the Association for the Education of Adults is an independent agency of public adult education which sponsors the Adult Education Center. The evening high school is offered by the Association because no such state-sponsored program exists in Baden-Württemberg. The state acknowledges the evening high school as equivalent to their schools according to the private school legislation and provides it with financial support.

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*The author is the director of the Evening High School in Reutlingen.

The target group of the evening high school is young working people, who are over 18 years of age and want to receive a general high school diploma after completing a vocational training or working. They want to improve their vocational as well as their personal and, with that, their social situation. The course of study is divided into a one year pre-course, a one year introductary phase and a two year course system. The first 2 1/2 years are part-time, the rest full-time learning.

The service area of the Reutlingen evening high school covers the area lying within a radius of 30-40 km of Reutlingen. The closest evening schools, also sponsored by the Adult Education Centers, are in Stuttgart and Ulm (45 km and 80 km from Reutlingen, respectively).

B: Outcomes

B1: Goals

The goal of the evening high school is to allow the participants to earn the general high school diploma ("Abitur"). Since 1984, the organization, the educational methods and the conditions of qualification of the evening high school have been regulated by the State Department of Education. These stipulations modifying former regulations have been formulated in cooperation with the Group of Directors of the State's evening high schools (a total of 14, all non-state).

All evening high schools of the state are bound to these stipulations, thus fulfilling the accreditation requirements as a high school. They establish the course of instruction, the prerequisites for the acceptance of participants and the conditions which must be fulfilled in order to receive the diploma. The qualification for the high school diploma, as in the "1. Bildungsweg", is fulfilled through the course work and successfully passing the centralized final examination ("Abitur").

B2: Benefits

All participants who attain the goal of the evening high school, receive the general high school diploma which is recognized in all states of West Germany to be of equal value as a diploma from the 1.Bildungsweg. This diploma is the prerequisite for studying at a university or college, and is also necessary for high level vocations. So it opens the door to higher education and higher professional training.

Between 40 and 60% of the participants who begin the evening high school finish it successfully and earn the diploma. The main reason for dropping out is that students feel they can not match the intellectual demands of the program or that they can not arrange the learning in addition to their work and personal obligations.

C: Process

C1: Planning

The course of study and contents are defined by the Department of Education's stipulations. The subjects of German, history/social studies, English, French or Latin as second foreign language, mathematics, physics and chemistry are taught according to the curriculum of the regular high school. The subject teachers confer to adapt the curriculum to the possibilities and conditions of the evening high school. The director of the evening high school selects the teachers. They do not have a permanent position, but teach their subject 2-8 hours per week. They are paid on an hourly basis, either in addition to their work at a normal high school of the 1. Bildungsweg, or as a free lance teacher of the Adult Education Center. The number of teachers required is determined by the number of registrations the evening high school received at the beginning of a school year in response to announcements in local newspapers. Together with all of

15K/5

the teachers and student representatives, the director organizes the schedule at the beginning of the school year.

C2: Methods

The evening school teachers teach according to the methods which are in use in the other high schools.

C3: Improvements

During the first half year of the pre-course, special courses are offered which are designed to prepare the students who are accustomed to working, for learning in the evening school and to equalize their different levels of knowledge which they bring with them. Contents of these courses are study skills, and basic knowledge in language and mathematics. Problems which arise during the work are solved through discussion and finding appropriate solutions among the teachers and the students. There is no special continuing education for these teachers at this time.

C4: Participation

Prospective students are made aware of the evening high school program by means of announcements in regional newspapers and through educational counseling centers.

The students are counseled by the teachers and the director in individual conversations and are encouraged to continue. For students who have difficulty in specific subjects, support courses, particularly in French, are offered. Also mutual help among the students contributes to learning difficulties being overcome.

15K/6

D. Inputs

D1: Participants

An average of 120 - 140 students attend evening high school each school year. There are approximately 12 - 17 students in a class; in the classes of the "course system" in the last 2 years, there may be even less. There are more female participants than male (approx. 3:2). The average age of the participant lies between 25 and 28 years. During the pre-course, the introductary phase and the first half year of the course system, the students have instruction 22 hours per week in the evening (from 5:30-9:30 pm). So during these 2 1/2 years, they usually work as well as attending class. In the last 1 1/2 years they have at least 21 hours of instruction per week during the day, and can no longer retain their jobs.

D2: Needs

The fact that the Reutlingen evening high school has been in existence for 20 years, is evidence that it fulfills a need. This can be characterized as the desire of a certain number of people to improve their personal and social chances by earning a high school diploma after a period of full-time employment.

D3: Staff

The evening high school is administered by the Adult Education Center (VHS). There is one full-time professional responsible for the administration of the evening school. The Program Director with a half-position is responsible for the educational and organizational planning. During a school year an average of 40 - 45 part-time teachers (2-8 hours per week), which equals approx. 8 full-time teachers are employed. All teachers must have a teacher's certificate for the upper division of high school curriculum.

D4: Content

The course of study is defined by the Department of Education and is comparable to the regular high school curriculum.

D5: Finances

The State covers the total expense for teachers, as well as learning and teaching materials. The students pay a minimal fee for the learning materials during the school year. The classrooms are rented from the city of Reutlingen; the Adult Education Center of Reutlingen pays the rent.

During the 1 1/2 year of full-time, school the students get public subsidies according to the Educational Law that help them to cover their living expenses. Preconditions for these subsidies are that the student is younger than 30 years and has worked before.

About 65% of the expenditures go toward the teachers' honorarium. The amount of the honorarium is determined by the Department of Education. Teachers receive approx. 80% of the base salary of a teacher with maximum experience. The director is paid according to the civil servants' pay scale.

D6: Facilities

Six classrooms in a school building in Reutlingen which the Adult Education Center has rented from the city, are available and cover the needs of the evening school. Physics and chemistry classes are held in classrooms of a local high school where the necessary equipment and materials are available and can be used. The rooms in the school building are equipped with blackboards and overhead projectors.
A movie projector, two cassette recorders, a slide projector, record player and wall maps are also available.

15K|8

D7: Other

The interest of the target group at the evening high school is positively and negatively influenced by the reports spread by students among their friends and acquaintances about their school experiences. The extent of these influences is, however, difficult to measure.

E: Evolution

The evening high school of Reutlingen, founded in 1967, grew out of a local attempt to correct much discussed negligences in educational policies. This had led to an unsatisfactory situation where only a relatively small number of students finished school on a level that enabled them to attend university. At that time, it was thought that all reserves of talent must be mobilized so that the worldwide competition could be won in technical and economical fields. This goal was then linked to the idea of equal opportunity for all through education.

These goals were strongly supported by the state and political parties and influenced the development of the evening high school until 1975. For various reasons, these educational political goals were then abandoned at this time. One fact which played an important role in this change of goals was the large influx of high school graduates to the universities which had not increased their capacities enough to meet this influx.

This resulted in a restricted admission to various faculties at universities ("Numerus Clausus") and with that, an intensification of the selection process. This has also had an effect on the evening high school; a significant decline in the number of participants has been noticed. The way to a specific adult education institution which the evening high school intended to pursue, was blocked by evening high school stipulations which brought with it more control by the state

15K/9

and an increased likeness to the normal high school. Today the evening high school is a school which almost completely reflects the structure, course of study and contents of the normal high school. The only difference is that the target group is working adults and it is offered by independent organizations.

F: Influences

Although since 1979 political forces have repeatedly demanded doing away with the evening high school because of the high number of students coming out of the traditional school system, today its existence can be considered secure. However it could be that through a reduction of financial help from the state, which has not yet been determined, it would become difficult for the sponsors to continue the evening high school. It also becomes difficult to find teachers for the program; due to the high unemployment of teachers, extra work by teachers who are employed by the state school system is limited by the state. The evening school teachers who are not employed by the state are offered no perspective for long-term employment from which they can support themselves; the Adult Education Center offers their teachers contracts which are limited to a few hours per week with a honorarium as free lance teacher. The vast number of state-supported offerings in the field of professional continuing education, as in vocational schools which are a part of state school system, offers more social security and reduces the interest to teach at the evening high school.

G: Others

In spite of the state programs, the evening school can continue to exist because there are obviously still a number of people who are of an age in which entrance to the state school system is no longer possible, and who seek to improve their educational level and with that, their personal and social position.

15K/10

Another similar chance to the evening school is offered to this age group only by the "Kolleg". It is also operated by independent organizations and leads its students to earning a high school diploma under the same stipulations as the evening high school. The difference is that the Kolleg lasts only 3 years and classes are held during the day. For this reason, students are no longer able to work vocationally during the entire program. This provides the evening high school with an advantage in the eyes of those who rely on their work for their livelihood.

The evening high school is, in general, not very popular in the opinion of the public, among other reasons because the program is not very well-known. It is however generally recognized that these students have to work very hard. The graduates of the evening high school assess its value rather high, even when they negatively evaluate its similiarity to the regular high school and the stress which results from the course schedule.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

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Nation West Germany

2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Center for Continuing Vocational Training

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). C. Workers

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Chamber of Industry and Trade (Augsburg and Schwaben Region)

6. Basic characteristics of service area

A. 5.000 km^2 geographic size (such as square miles or kilometers)

B. 200.000 population (number of people living in area)

C. mixed urban/rural (density of population)

Continuing Vocational Training

Learning for their own profession, be it through formal programs or on an informal basis, seems to be a major motivation for adults to learn. The permanently increasing demands in the world of work makes it impossible for more and more workplaces to rely on what has been learned in the beginning of a vocational career. Many institutions are involved. Often it is difficult to decide whether a learning activity is aimed to personal enrichment or professional development. So all of the previously described programs can be used for increasing the vocational competency. But there are also learning sources that are specialized in vocational continuing education.

Continuing vocational education for adults must be regarded from the background of the basic vocational training system in West Germay. To have a profession in Germany does not only mean that somebody works in a specific profession, but also that he/she has a basic vocational training in this profession. This basic vocational training immediately follows the end of school at the age of 15 to 16; it last between two and three and a half years (apprenticeship) and ends with an examination.

Most of this vocational training takes place within a business; it includes workshop-work as well as theoretical training. One day a week apprentices have to visit a public vocational school for additional education (sometimes also two weeks workplace, one week school, or similar schedules). So companies in Germany have their own training departments, while smaller businesses (butcher, hairdresser, plumber...) train their apprentices directly in the workplace in combination with the public vocational school.

Important organizations for basic vocational training in West Germany are the Chambers of Industy and Trade and the Chambers of Crafts. They are responsible for the curricula of the vocational training, and they also set up the examinations which apprentices have to pass to become licensed. These organizations also offer continuing vocational training for adults.

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Bildungszentrum
Schwaben

Center for Continuing Vocational Training
Chamber of Industry and Trade (Augsburg and Schwaben Region)

Nils Peter Esmann, Franz Bihler*

A: Setting

Chambers of Industry and Trade in West Germany are self administrating organisations of private trade and industry. Their task is to support the interests of their member businesses, to promote their economy, to balance and negotiate the economic interests of their members, and to advise the government agencies. In West Germany there exist 69 regional Chambers of Industry and Trade. Membership is compulsory for each private business of industry and trade within this region; depending of the size of the business they have to pay a membership fee by which the chamber is financed. On the basis of a law passed in 1956 they have the status of a public corporation. This status gives expression to the fact that the chambers also fulfill public goals: Advising (i.e. marketing, taxes, legal questions), planning (i.e. traffic and transportation, international business contacts, statistics), controlling (i.e. retail sales practices, environmental issues), administration, education. The educational task is to offer and carry out certain publicly controlled examinations in the area of basic and continuing vocational education and to offer courses for vocational continuing education. The Center for Continuing Vocational Training Chamber of the Chamber of Industry and Trade (Augsburg und Schwaben Region) offers programs for the following vocation target groups and skills:

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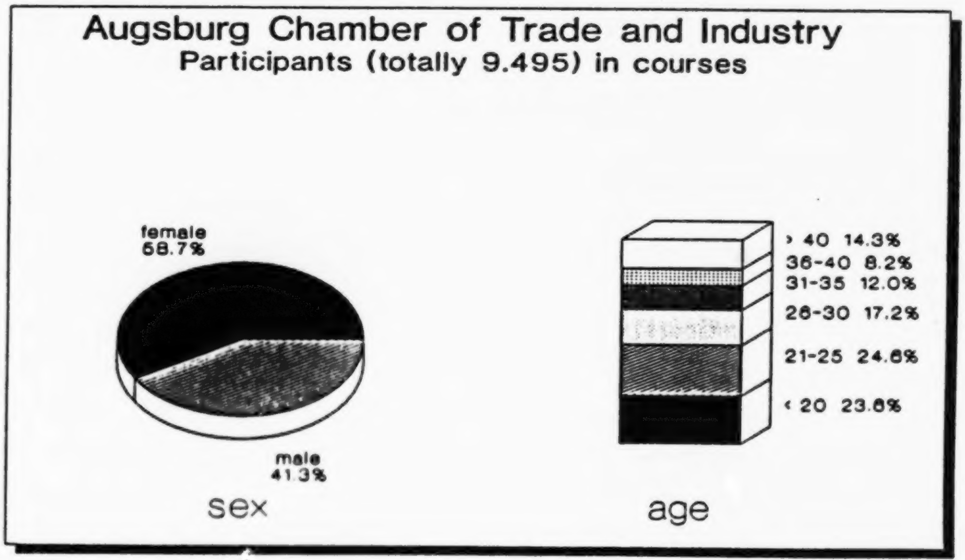
*The authors are responsible for Training Courses and Seminars respectively for the Data Processing Section of the Center for Vocational Training, Chamber of Industry and Trade, Augsburg

- economic expert in one particular branch (Fachwirt), specialized trader or businessman (Fachkaufmann), industrial administration
- master-craftsman , technician training
- management seminars, seminars in specific industrial and commercial vocations
- computer technology, office communications
- secretary, writing techniques
- export economics, foreign languages
- vocational training, instructors in vocational training

In 1986 the Chamber carried out 639 courses of instruction in Augsburg and 20 places within the Chamber's region with 9495 participants. Approximately 450 instructors taken from industry, administration, universities and every kind of school were involved in over 51,500 teaching hours.


Augsburg Chamber of Trade and Industry
Participants (totally 9.495) in courses

B: Outcomes

B1: Goals

The goal of the continuing education department of the chamber is to promote the needs of their member companies and their employees by offering training courses. To participate in such courses increases as well the vocational and personal competencies of the participants: they extend their vocational knowledge (52,3%), bring this knowledge up to date (14,2%) or prepare for vocational improvement (job promotion, etc.) (28,8%). Participation in a training course of instruction or the corresponding final examination provided 3/4 of the participants with vocational advantages.

Thus, for example, 31,8% received more pay, 26,2% a job promotion and 12,9% acquired a larger work area with more responsibilities.

C: Process

C1: Planning

(This description is based on program development in one particular area - data processing.)

The director of each individual area (i.e. data-processing) is responsible for the planing of the program. Needs, goals and content are ascertained on the one hand by the director's own market observations and on the other hand in discussions with various committees. Active entrepreneurs and educational experts participate in the Center's own education committee. Their voluntary participation helps to insure the close connection with the real working world and the quality of the Center's work. Additional assistance is provided by representatives of the local Labour Office and discussions with the participants of the courses. Both the rough outline and detailed learning aims of a particular course of instruction are developed by a working group of the German Chambers of Industry and Trade. This group includes representative experts from individual Chambers of Industry and Trade, representatives taken from private industry, various research fields and apprenticeship teaching.

C2: Methods

Instruction takes place in small groups with a maximum of 24 participants. Tables are arranged in a horseshoe formation which enable instructional discussions and group work. For instruction in data-processing there are several rooms equipped with computers available, with no more than two people (max.) working at one machine. Lessons are carried out by instructors using teaching books and additional materials.

C3: Improvement

Discussions between the organizer of the course, participants and instructors take place during the course. Suggestions for improvement are taken into consideration in the new program. Current programs are also discussed in the planning groups mentioned in C1. Instructors receive training in appropriate methods of adult education in a program of six successive seminars.

C4: Participation

Participants come in most cases (60-70%) through the information in the published program brochure, a special Newsletter or other publications like posters and announcements in the newspaper. About 20% are informed and motivated by other participants. If participants have problems or difficulties in a particular course of instruction the responsible instructor is available for individual counselling.

D: Inputs

D1: Participants

The course "Basic Introduction to Data-Processing" contains 80 teaching hours. It takes place three times anually at different places within the Chamber's region. Participation is limited to 24 people. Instruction is job accompanying either in the form of two evenings per week with 4 hours per evening or Saturdays with 8 teaching hours.

D2: Needs

Data-processing is in the meantime being used in all sectors of industry. The outlined training course of instruction is designed for commercial people and technicians who want to gain a basic understanding and orientation in the field of data-processing and providing them with the basics for more advanced courses.

D3: Staff

The courses in the area of data-processing are organized by two full-time staff members. The financial administration is centrally organized. Approximately 40 parttime instructors are involved in teaching data-processing courses.

D4: Content

The Augsburg and Schwaben Chamber of Industry and Trade Center for Continuing Vocational Training offers job accompanying courses of instruction with one to several day seminars in the area of data-processing and office communication.

There are specialized seminars in the following areas:
- Introduction to data-processing

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- personal computers
- multiusuable microcomputers
- computer programming
- CIM
- data management
- networks, data-communication
- artificial intelligence

The job accompanying program with training courses offers aside from basic and intermediate level courses in Computer Assisted Design (CAD) also courses leading to the Chamber of Industry and Trade certification examination. They are classified after the basic course in application (with the standard offers operating systems, data administration, calculating, word processing, financial accounting, payroll accounting, integrated software) and programming (basics of programming and languages: Basic, Cobol, Pascal, C).

Every year about 50 seminars are offered in the program for specialized seminars and about 70 seminars in job accompanying courses of instruction.

D5: Finances

The basic costs of the training center (property, rooms, etc,) are carried cooperatively by the businesses that are members of the chamber; a certain part of the Chamber's fees are alligated for this purpose. The operation costs should be financed directly by the users, that is, participants must pay for seminars and courses of instruction.

In 1986 for example 77% of the total household (3,2 million DM) was directly financed by participants' fees. In addition rental incomes, other returns and investment subventions for equipment, contribute 15% of the total household budget.

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Personnel cost account for about 25% of the total costs. Costs involved directly with courses of instruction and seminars (honorariums, materials, additional costs) amounted to 54%. A little less than 20% of the costs went to machine installment, cleaning, renewal and maintenance.

Costs for participating in a course are covered in 26,5% by the employers of the participants, in 56,1% by the participant (rest by various sources).

D6: Facilities

The vocational training institute in Augsburg has 42 rooms available:

- 10 seminar rooms in Atrium (newly built annex) and BIZ (vocational training center)
- 12 so-called function rooms in BIZ (data-processing, technics, language lab, typing exercise facilities, other exercise facilities)
- 6 meeting and conference rooms in the Chamber's offices
- 4 instruction rooms and labs in the technical industrial vocational center (a subsidiary of the Chamber of Industry and Trade)
- 10 instruction rooms in the vocational school (used primarily on Saturdays)

Additionally courses are offered in 10 different locations within the Chamber's regional jurisdiction. The required facilities are rented in schools, companies and conference hotels depending on the needs of each particular course.

There is a sufficient selection of teaching aids available. These include:

- slide projectors (in each seminar)
- 5 video systems (U-matik, VHS, Beta-Max)

- film projectors (16mm, super8)
- tape recorders
- flip charts, moderation boards (teaching aids which facilitate active participant presentation of ideas)

On top of that there are the following special amenities for special didactical purposes:

- 2 typewriting classrooms (30 an 24 seats) equipped with electrical typewriters and photoprinting machines
- 4 language labs (24 to 12 seats)
- 3 rooms equipped with personal computers (12 to 20 seats according to the program)
- electronical measuring equipment for practical experiments (3x15 seats)
- demonstration and practising equipment for hydraulics and pneumatics
- equipment for physics' experiments

The above-mentioned equipment and facilities are continually kept up to the latest state of development.

E: Evolution

Augsburgs Chamber of Industry and Trade started offering some vocational training programs (book-keeping, master-craftsmen training courses of instruction) after World War II and was also responsible for taking the corresponding accreditation examinations. Along with this the vocational training offers included several seminars which were held partially under individual providership and partially in cooperation with others.

In 1969 the Chambers' general assembly decided to systematically and extensively develop the vocational training area. Here is a list of the most important stages of this development:

1971: founding of the vocational training institute Schwaben.

1973: acquisition of the newly built center with its own teaching amenities.

1978: founding of the commerical technical vocational training center (Ltd.) together with another vocational training institute

1984: building of the annex "Atrium"

1987: vocational consortium "data-processing technologies"

These developments have been made possible by an executive body which has shown a very open attitude towards vocational educational concerns and which has always managed to obtain the necessary support in the membership meetings.

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1. Person who prepared this case description

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Nation West Germany

2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Continuing Education in Training Companies

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). C. Workers, unemployed

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Office of Labor, Adult Education Center

6. Basic characteristics of service area

A. $500\ km^2$ geographic size (such as square miles or kilometers)

B. 250.000 population (number of people living in area)

C. mixed urban/rural (density of population)

15M/1

Adaptive Vocational Training for the Unemployed

Unemployment in West Germany (1987 about 8% with great local and regional variation) is most often due to structural problems of the economy: Businesses are closed down, production is moved to other places (sometimes abroad), by rationalization (functions are taken over by machines) workplaces no longer exist, because of new technological developments new competencies are needed which are not covered by the "old" basic vocational training. In these cases, financed by the Federal Office of Labor and organized by various organizations, programs are set up to train and retrain the unemployed persons, to raise their chance to find new workplaces. Within these programs people are either trained for new professions that seem to have better perspectives in the labor market ("retraining") or they are trained within their profession to raise their competency regarding the developments within the profession ("adaptive training"). Retraining and adaptive training also take place in many companies, but when the company no longer exist or employees are dismissed, this has to be taken over by public programs.

The following case description presents a training program for adaptive vocational training. This type of program is not only used for the unemployed, but also (in other institutions) for the basic vocational training of apprentices. The basic idea is, that the form of an adaptive vocational training should be as related to the "normal" workplace as possible, thus being practice related and minimizing transfer problems.

"Techma Achalm Ltd"

Continuing Education in Training Companies

Training Company associated with the Adult Education Center in Reutlingen

Michael Eisenmann*

A. Setting

The training company "Techma Achalm Ltd." is an institution for the purpose of individual development and vocational continuing education for unemployed people with commercial occupations. This institution is run according to normal business practices and legal requirements together with other such training companies in West Germany and other European countries as part of the German Consortium of Training Companies.

At the beginning of 1987 there were 580 such training companies in the German Consortium and about 1000 instructors. Included within this consortium of training companies are also banks, insurance companies, shipping firms, a post office, a post-based banking system, an internal revenue service, an employment office, a customs office and a city administration. The use of these various simulated situations helps to create a model national economy which enables all commercial practices to be carried out realistically.

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*The author is manager at the Techma Achalm Ltd.

The Adult Education Center (VHS) in Reutlingen is provider for the "Techma Achalm Ltd", which forms one of the eight provider groups together with other adult education centers, chambers of commerce, schools and academies within the German Consortium of Training Companies.

Other sponsor groups with different concepts include: Institutions for vocational training and promotion, industrial enterprises, state schools, training centers run by the German Union of Employees and the German Trade Union Congress, and voluntary sponsorships from schools and academies. The participants are primarily unemployed people in commercial occupations with various qualifications. Participants also include retrainees, resettlers (immigrants from Eastern Block countries of German origin) and occassionally apprentices who finish their apprenticeships in a training company. With this further qualification measure the participants hope to be reintegrated into the working world again.

B: Outcomes

B1: Goals

The most urgent intended result of this measure is the reintegration of the participants in the work force. In order to achieve this aim, training and continuing education programs are created which are orientated towards the demands of industry and contain commercially specialized as well as social learning goals.

1.1 Social learning goals enable participants

- to get used to the conditions of the real working world again
- to be able to judge their own capabilities

realistically, as regards their occupational role, from the point of view of their unemployment
- to recognize cooperation as an integral part of common job performance
- to acquire the ability and attitudes, necessary to increase their powers of judgment, their ability to act and their motivation within the world of work

1.2 Specific work-related learning goals enable participants

- to recognize the functioning of a national economy
- to be able to cope with the necessity of working with other departments
- to acquire knowledge and skills in relation to new technical working conditions so that one can participate in the transition from traditional to modern office technologies
- to recognize their existing job-oriented knowledge and skills and to fill in possible gaps

B2: Benefits

Instructors and participants consider the reintegration of the participants into the real working world as the most important result. There are only subjective means of evaluating the impact of social learning goals. The results of the measures within this area are strongly dependent on individual participants and thus vary greatly. In the past years, 70% of the participants have obtained a job during or after the measure. This means that the average length of time at Techma is 3-4 months.

C: Process

C1: Planning

The first meeting with a new participant within the training company deals thoroughly with his or her career to date, in order to determine his or her present qualifications (strengths, weaknesses). An individual training program is worked out on the basis of this discussion.

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The potential educational content is based on the participant's perspectives, taking into consideration the demands of the job market.

Even after this initial counselling several discussions take place during the program in order to decide whether the training plan should be continued or amended.

The continuing education or advanced training lasts between three and nine months as a rule and can be lengthened or shortened after conferring with the Office. Participants should be applying for employment jobs with real companies throughout the period of the measure. The director of the training company supports the participants in the preparation of job applications, helps them to prepare for job interviews and in some cases, also establishes contact with the firms where participants apply. If an applicant is successful, his or her participation in the training company is automatically terminated.

C2: Methods

The program is mainly practically orientated and thus takes place primarily in the work place within the training company, where participants are expected to work independently within the framework of their possibilities and abilities.

The work places correspond roughly to employee posts in real companies, that means that for participants the division of tasks results through realistic contacts with other training companies in the form of offers, inquiries, orders, and billings.

The practical confrontation with commercial situations is deepened and supplemented in small groups dealing with theoretical questions. The theoretical part is planned for a period of two to four months in order to best deal with the constant participant fluctuation.

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There are in a addition seminars which develop team work abilities.

C3: Improvement

A purely vocational training is often not enough for the integration of the participant into the real working world: therefore social learning goals and questions of personal development have also become part of the program (see B1).

Due to the increasing psychological and social problems resulting from long-tern unemployment (see G) a staff member for guidance counselling has been added. The counsellor should act as a discussion partner in order to give the participants the opportunity to confront their situation. This doesn't take place during a specially counselling hour, but consciously during the working day in the practice company. Thus the concrete contact to working in the simulated firm enables the participant to relate to his present and previous experiences. This enables the counsellor to work directly with possible personal difficulties in cases where they play a role in the participant's unemployment.

D: Inputs

D1: Participants

The participants are primarily people from all branches of commerce, who have completed a professional training in commerce. Participants only rarely have a college or university degree. Approximately equal numbers of women and men (between the age of 20 and 50 years) participate. At present there are about 14.000 participants taking part in comparable measures in West Germany. The structure of the practice company "Techma Achalm Ltd" is such that 28 functionally integrated jobs are available. The presence of the employees is adapted to the normal working week which is 40 hours.

D2: Needs

The program hopes to enable participants to work independently at the level of an employee using modern office technology, especially data processing. Additionally the program attempts to take into considerations the psychological and social needs of unemployed participants, i.e. the need for contact and discussion, the wish to have a daily work rhythm (compare B1, social learning goals).

D3: Staff

The "Techma Achalm Ltd" is directed at present by two full time instructors and a part time counsellor.

The staff members' activities and tasks include:

- teaching of commercial knowledge and skills at individual place of work in the training company
- teaching/mediating of general commercial knowledge within the overall framework of the firm
- planning, organisation and administration of a commercial firm with a high personnel turnover rate
- public relations accompanying the effort of the unempoyment office and in close cooperation with their advisers
- individualisation of learning processes, recognition of participant's work and learning difficulties, motivating participant use of didactical principles in teaching situations, preparation of learning materials, giving instruction at each work spot, controlling learning achievements
- carry out individual counselling discussions
- deal with working and job probation fears, cope with conflicts, recognize and direct group dynamic processes, advice giving in situations when special difficulties crow up

The staff have aquired their qualifications through several years' experience, working independently and playing a leadig role in commercial areas and in adult eduction. They are accredited professionals with either a university or college degree.

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D4: Content

The curriculum is derived from the learning goals, which are specifically formulated for each area.

D4.1 learning goals for general administration/secretarial tasks

- looking after appointments
- using telephone switchboard
- handling incoming and outgoing mail
- using modern office equipment
- carrying out correspondence
- controlling the supply of office materials
- filing
- compiling statistics

D4.2 Learning goals for purchasing and distribution are:

- understanding the workings of the procurement market
- arrangement and planning of purchasing
- knowing the significance of and purchase inquiries
- understanding and comparing purchase offers
- understanding and use of various kinds of purchasing contracts
- understanding and execution of ordering procedures
- knowing the significance of confirmation of orders
- recognition of weak spots in the company's procedure and ability to react accordingly.
- understanding and executing taks associated with the receipt of goods and invoices
- understanding and organisation of office supply management
- stock-taking

D4.3 Learning goals for sales, supply and distribution

- understanding and formulation of marketing plans for companies
- understanding and formulation of a company's range of goods
- understanding and execution of price and discount structuring
- understanding of and ability to utilize various channels of distribution
- understanding and use of various kinds of purchasing contracts
- understanding and meaningful use of advertising promotion possibilities within a company
- understanding the significance of calculating an offer and

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ability to draw up offers
- knowing how to register and confirm orders
- understanding the importance of punctual delivery, shipping procedures, invoicing and ability to carry out these procedures oneself
- looking after complaints
- stock-taking and administration of stocks
- recognizing the importance of controlling projected turnover and ability to execute such controls

D4.4 Learning goals for accounting and bookkeeping

D4.4.1 Learning golas for current accounts bookkeeping are:

- setting-up of and administration of current accounts records
- administration of payment transactions
- balancing of accounts
- working together with the financial administration
- looking after correspondence

D4.4.2 Learning goals for financial accounting are:

- setting-up nominal accounts
- administration of accounts in peparartion for monthly and yearly statements in accordance with commercial and tax laws
- administration of payment transactions
- setting-up financial plan and status
- filling out tax declarations

D4.4.3 Learning goals for company bookkeeping

- costing
- carrying-out cost-benefit analyses

D4.5 Learning goals for personnel administration are

- carrying-out personnel planning
- employing personnel
- dismissing personnel
- understanding the importance of certificates and references
- management of personnel files

- looking after the correspondence with the institutions responsible for the employment and dismissal of personnel
- registration of working hours
- vacation records
- cooperation with the manpower center
- cooperation with commercial, trade and retailer associations
- calculating personnel statistics

D4.6 Learning goals for payroll administration

- administration of fictive personnel data
- administration of wage and salary accounts
- filling out pay forms, also for special cases
- management of employees payroll manually and/or using data processing systems
- social security and internal revenue service payments

D5: Finances

Financial support is provided at present exclusively according to the guidelines determined by the so-called Employment Opportunity Act (AFG) which lies under the jurisdiction of the federal Employment Office. The Department of Employment covers the costs which amount to 1,000 German Marks per person per month. The participants normally receive financial support from the Employment Office. A few participants must provide their own financial resources. The Employment Office offers financial support to those individuals who qualify for financial assistance from the Departments of Employment or Welfare. In place of unemployment payments, financial support of the same amount is provided during the time at the training company.

D6: Facilities

D6.1 Facilities
Office space is available which corresponds to the practical and legal requirements of normal office space in West Germany.
D6.2 Office equipment
Furniture and office equipment which meets the standards of real

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D6.3 Instruction rooms

Two class rooms are available for parallel instruction in data processing and interdisciplinary teaching providing the necessary facilities: substantial space, blackboard, overhead projector, flip-chart, screen, video, text books and computers with demonstration monitor.

D7: Other

The training company works closely with other companies and institutions:

D7.1 Sponsor-company

The commercial strucutre of the training company is based on an existing company, which provides the training company with important information. This ensures that the training company acheives an economic reality of a sufficient degree.

D7.2 Employment Office

All measures are planned and carried out in close cooperation with the local Employment Office.

D7.3 Adult Education Center (VHS)

All educational measures within the training company and the execution of some of the courses take place in close cooperation with the provider, the Reutlingen Adult Education Center.

E: Evolution

History of the training company

Looking at the essential characteristics of today's training companies, it is possible to draw a connection (in terms of the

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methodological procedures) with the so-called "training offices" (Übungskontore) whose historical development is closely connected with that of the German business schools.

The increasing number of students who corresponded with each other at the beginning of this century played an important role in the creation of training comanies. Various correspondece groups amongst students of commerce and business came into existence, and the correspondence-group firms which developed as a result of this in 1918, can be regarded as the predecessors to today's training companies.

The humanist ideal of education in the 19th century also contributed to the founding of training companies. This educational goal led to the development that occupational training became a secondary preoccupation. In order to counteract this development and to help develop commercial education and further education, various employee groups (and later unions) founded self-help groups around the turn of the century. The training companies grew out of this development which later formed the Consortium of Training Companies in Germany.

The present day structure of the Consortium, with its headquarters in Heidelberg (Stiftung Rehabilitation) and Essen (Berufsförderungszentrum), goes back to the end of the 1970s, when an increased need for further education grew in connection with increasing unemployment in West Germany.

F: Influences

As a result of the increasing number of unemployed people in commercial professions, the number of training companies in the German Consortium of Training Companies increased from 400 to 600 firms between 1984 and 1987. This development made the economic processes more realistic within the program. The program has become more widely known as a result of its job recruitment contacts with companies, which in turn has lead to closer cooperation with real existing firms.

The necessary high standards enjoyed by the positions in the training company could be endangered if the job market develops in such a way that only people with low qualifications are available for the program.

The goal of the measure is the reintegration of participants into the working world. A high job recruitment rate means a high rate of participant fluctuation, which in turn makes continuity in the running of the training company difficult. The future development of training companies is dependent on the financing made available through the federal labour office in Nürnberg.

G: Other

We live in a society characterized by work. Being employed is highly valued. Respect and self-respect are closely related to one's employment situation. Because of this system of values laid down by our society, unemployment becomes a problem.

The situation of the unemployed:

Work in the training company is strongly influenced by the socio-psychological situation of the unemployed. In the following short summary, I would like to explain some aspects of the situation:

Significance of work:
Having work means more than just being employed or having something to do. Work means:

- recognition and self-respect
- regulated daily, weekly and yearly routine
- development of social relationships
- payment for accomplished work
- a certain degree of security, autonomy and independence.
- new knowledge and insights

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Loss of work:

Loss of work means more than giving up a job accompanied with boredom and the feeling of having nothing to do

- being unemployed is negatively evaluated by society
- change in daily, weekly, yearly routine
- drop in living standard
- stressing or destruction of social relationships
- unemployed people see themselves as the objects of the social welfare system
- leisure time becomes a problem

Individual causes of unemployment:

The following detrimental factors have hindered the reintegration of unemployed people into commercial occupations:

- poor school results
- missing or low commercial school grades
- one-sided or outdated commercial training
- missing or one-sided job experience
- lack of ability to solve problems independently
- lack of self-confidence in one's own abilities
- problems related to presenting oneself

The measures taken in the training company attempt to counter these individual consequences of unemployment in a practical way.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

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City or Town 1000 Berlin 44 State or Province

Nation West Germany

2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Human Res~~s~~ource and Organisational Development

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). C. Workers D. Professional, Technical

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Industry

6. Basic characteristics of service area

A. City of Berlin geographic size (such as square miles or kilometers)

B. 7.000 employees population (number of people living in area)

C. urban urban/rural (density of population)

Human Resource Development

By tradition, going back to the trade guild system of the Middle Ages, practically all businesses in Germany train apprentices, thus leading young people to approved professions. By law companies are compelled to fulfill certain requirements prior to the granting of a training license, so as to conduct training in accordance with the standards set by the respective chamber of industry and trade or crafts, and to meet specific requirements in the apprenticeship contract. Depending on the size of the business and the number of apprentices, this basic vocational training led to the establishment of "training departments" within bigger companies. So education was always a normal activity for business.

With the increasing demand to develop new products, to use new production techniques and equipment, there arose an increasing demand to also retrain adult employees. Depending on the size and type, continuing vocational training takes place outside or inside the company, in short-term training programs or longer courses, part-time or full-time. Bigger companies built up specific Human Resource Development Divisions; a rough estimation says that per 1.000 employees one person has full-time responsible for continuing vocational training.

While this second step into education is targeted to specific demands of the workplace, big companies also offer general educational courses - for example languages, mathematics, data processing, and communication skills.

The need to keep up the level of technological and managerial development made it obvious that education is a normal part of the ongoing development of the workplaces and worklife. That this education has to respect the interests of the organization as well as those of the employees is signalized by the "Co-determination laws": The "work council" of each company, whose members have been voted into office by their fellow employees, must by law be consulted on all measures which will influence the structure, form and content of training.

The following case description deals with human resource development in a company, where a full-time cadre of 40 plus 120 part-time training staffers take care of the described training and development tasks. Human Resource Development (HRD) often is seen as an activity to change persons: to fit persons into existing workplaces. Apart from these activities Organizational Development (OD) has been seen as an activity to change the organization or workplaces to increase their effectivity. The interesting idea of the following case description is that within the described company the attempt has been made to bring both developments together: to enable employees to influence the organization as well as their workplaces through HRD, thus giving HRD a real potential for human development.

AUS- UND FORTBILDUNGSZENTRUM
DER BEWAG (AFZ)
Fortbildung

Personal- und Organisationsentwicklung bei der Berliner Kraft und Licht (BEWAG) AG

Human Ressource and Organisational Development at the Berlin Power and Light Corporation

Colin A. Guthrie*

A: Setting

The Berlin Power and Light Company (BEWAG) is a public utilities corporation founded in 1884, and is Germany's oldest electricity supplier. Since 1954 - when all links to other power grids were cut - BEWAG has been tasked with supplying and distributing all electrical and district heating required in the three western sectors (American, British and French) of the divided city. BEWAG has approximately 1.2 million customers and 7,400 employees. The workforce composition is as follows:

2000 technical employees
1500 administrative employees
3700 craftsmen
200 others

---

*The author is Chief, Training and Development Division at the BEWAG.

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B: Outcomes

B1: Goals

The goals of the Training and Development Division are principally valid for all three branches (Technical Training Branch, Administrative Training Branch and the Development Branch) and are shown below:

- The Training and Development Division is to supply BEWAG with sufficiently qualified personnel to meet the qualitative and quantitative personnel requirements in an economic manner.
- The training and development activities of BEWAG are to be organized and structured in such a way that a fast and flexible response to changing needs and demands is economically possible.
- The training and development activities are to be designed in such a way that learning is attractive to participants, thus encouraging the principle of life-long learing both on and off the job.
- The Training and Development Division is to provide managerial and supervisory training and development and an organizational developmental (OD) consulting network to support management activities and facilitate the introduction of intended changes and improvements.
- The Training and Development Division is to support those organizational elements which conduct training decentrally to ensure that all training and development activities are need oriented and of a high professional quality.

B2: Benefits

The BEWAG development program has numerous benefits for both the organization and the employee:

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Benefits for the organization:

- Development activities are designed to meet the specific needs of the organization. No "off-the-shelf" training courses are conducted. Thus, the content applicability and the transfer of skills, knowledge and abilities aquired to the job setting is extremely high.
- The program supports the goal of development of middle and senior management and technical personnel from our own ranks. Although the technological advancements of the previous decade have placed many demands on our personnel, the workforce has remained stable and loyal to our primary goal of quality service. We believe that this only can be achieved with a stable workforce where a large proportion of loyal senior personnel are developed from the ranks.

Benefits for the employees:

- Employees are aware that the skills, knowledge and abilities they aquire in BEWAG courses are accepted as qualification for higher grade positions when such become vacant.
- Continual development - obviously coupled with the will to work - is a major factor in ensuring job security. As a major portion of required developmental activities are conducted free of charge during working hours, the employer's contribution to ensuring job security is recognized and accepted.
- As the majority of instructors are BEWAG personnel, the material taught is easily transferred to the work place.

C: Process

C1: Planning

The training in BEWAG runs from 1 September to 31 August. The program design for the next year commences immediately after the new training year has started.

In February of each year, the new catalog is drafted and presented to the Development Committee, which is made up of 6 members of the workers' council (employee representatives) and six senior members of management, for approval. The Development Committee meets regularly during the year, so that this is not just a formal approval process. The catalog is then printed and distributed by 1 July of each year. Registration starts immediately.

In addition to the training and development activities offered in the catalog, approximately 25 per cent of the courses conducted are specially designed for homogenous groups and not offered organization wide or on a regular basis.

C2: Methods

The goal of method selection in our program is to choose the method most suitable for teaching the skills in question, while trying to reduce "frontal attack training" i.e. lecturing, to an absolute minimum.

Cases studies, brainstorming methods, methods of visualisation, computer simulations, role plays, job related activities, project teams, programmed texts and individual exercises are all used to complement necessary lecturing. Texts are often made available to participants so that they can read about the theory later, while concentrating on the practical application during class.

When participants are required to use specific tools in courses such as in time management and personnel selection, the necessary tools are made available during the class and are taken back to the workplace upon comletion of the course.

A large variety of audio-visual aids are available for use by instructors, i.e. chalk-board, flip-charts, pinboards, video players and recorders, video projectors (both VCR and computer linked), tape recorders, slide and film projectors, personnel computers and terminals.

C3: Improvements

We continually strive to improve our program in five separate areas:

Program Improvement

Participants, trainers, employee development specialists, line managers and the development committee continually analyze program design in search of possible improvements. This has led to the institutionalization of long-term development programs for technical administration specialists, secretaries, divisional financial management specialists and sales and customer service specialists. Each of the afore mentioned programs require a minimum of 280 contact hours of training.

Content Improvement

Content improvement is achieved by the continual development of instructors in their subject matter area. Responsibility for the determination of instructor training needs lies with the instructor in conjunction with the responsible line manager and the employee development specialist.

Furthermore, participant feedback is solicited at the end of each course on 13 separate dimensions.

Method Improvement

All instructors can and do participate in the train the trainer program, which consists of: a four day course, a three day course and

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a number of two and one day courses. Subjects range from setting course goals to the design of overhead transparencies.

Equipment Improvement

Instructors work closely with the responsible employee development specialist to ensure that state of the art equipment is available for the training.

Participant support

We are continually searching for methods of improving participant support. Our work in this area has led to offering "learning learning" seminars for participants who have not been involved in learning experiences for a number of years, improving tools, instruments and materials given to participants and which they can take back to their workplace, and conducting post-course workshops to deal with transfer problems.

D: Inputs

D1: Participants

All current employees of BEWAG can participate in the Development Program, provided the course they wish to take is job related and/or has been approved by their supervisor. We also make available courses which are not BEWAG specific available to a number of local organisations and institutions with whom we have cooperation agreements on a cost sharing basis.

During the previous training year there were 2,844 participants in 197 seminars and courses.

All 100% job-oriented development activities are conducted free of charge during normal duty hours. A number of courses which are considered to be in the interest of the individual as well as the organization (i.e. English courses) are conducted 50% during working hours and 50% during non-working hours; also these activities are free of charge to the employee.

D2: Needs

Need determination takes place on three seperate levels:

- The setting up of standard curricula to meet continually re-occurring needs. These are based on staffing projections, job analyses and inputs from the responsible line organisations.

- The need for specialized training courses for specific work groups. These are often "one-off" training courses which must be specially designed, i.e. "de-sulphurization plant operation for power station employees".

- Statements of individual needs expressed by employees which are job related and approved by the immediate supervisor.

D3: Staff

The staff of the development branch is made up of eight permanent staff members, 132 part-time instructors - all of which are BEWAG employees - and approximately 45 free-lance trainers paid on a daily basis.

D4: Content

Program contents are divided into two separate parts:

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(a) Development activities conducted and administrated centrally by the Training and Development Branch

Rather than listing the almost two hundred courses conducted by the Development Branch each year, I will describe the framework of the various program elements and give some examples:

General Education

Goal of this program element is to learn or brush up basic general educational skills and abilities, often in preparation for entering a longer term development program. Courses offered include Mathematics, statistics, German, English, business correspondence.

Business Management

Participants in the Business Management Program have the opportunity to attain qualifications for higher grade positions by completing a 280 hour training program in one of the following areas:

- Divisional financial mangement
- Sales and customer service specialist
- Technical administration
- Secretarial program.

Each program is made up of between ten and twelve individual courses, which may be taken alone or as part of the qualifying program. These programs were designed and instituted when it was discovered that required needs could not be met by the federal qualificational program. Courses in these programs range from contract law to accounting systems.

Technical Training

The goal of this program element is to provide technical training which is not specific to any one organizational element, or which cannot be conducted in an organizational element due to lack of facilities or specialized instructors. Subjects include introduction to physics, electronics, driving forklift trucks etc.

Managerial Training

The managerial training program is available to all current managerial and supervisory personnel of the corporation, and to those employees who have been designated as future managers and supervisors. The program is divided into three separate areas:

- Personnel Management and Administration
- Organizational Techniques
- Financial Management

Many courses are targetted at helping managers to deal with conflicts, problem solving, and negotiation of solutions for sensitive projects using Organizational Development methodologies. However, many reported that although they possessed the knowledge to deal with the problems, they were so involved personnally that they were no longer objective or were a part of the problems themselves.

To counteract this, all managers and supervisors were given the right to contact the Employee Development Specialist of their choice directly and without going through channels to ask for consulting support. All Employee Development Specialists are qualified Organizational Development Consultants. This additional service has been used by managers some 30 times in the last three years, and the requests for consulting support are increasing. This approach has the advantage that all consultants are known to management and the methodologies are those taught in our management training courses - the only difference being that an Employee Development Specialist functions as consultant/facilitator.

Communication Training

The communication training program is aimed at improving the quality of interpersonal communications in critical areas and contains courses for customer service personnel, trainers, work groups, and project groups, as well as a number of courses intended to allow the individual employee to improve his/her personal communicative skill level. Many courses are specially designed to meet the needs of the target group and often contain a consulting dimension.

(b) Development activities conducted decentrally but administered by the Training and Development Branch

It is BEWAG policy that training and development activities which are specific to an organizational element, where both participants and instructors belong to that organizational element, and where the training and development activities constitute a prerequisite for continued employment and promotion, the responsibility for conducting the training remains with the organizational element concerned.

Training of this nature is organized in Divisional Training Programs, and is conducted in five areas:

- Power station attendants
- Power distribution
- District heating
- Data processing
- Sales and customer service

D5: Finances

All costs of the training and development program are covered by BEWAG. The costs of developmental activities amount to 2.23% of the total annual payroll costs, which include all personnel related costs, i.e. employer contributions to insurance, pension plans, etc. This amount is broken down as follows:

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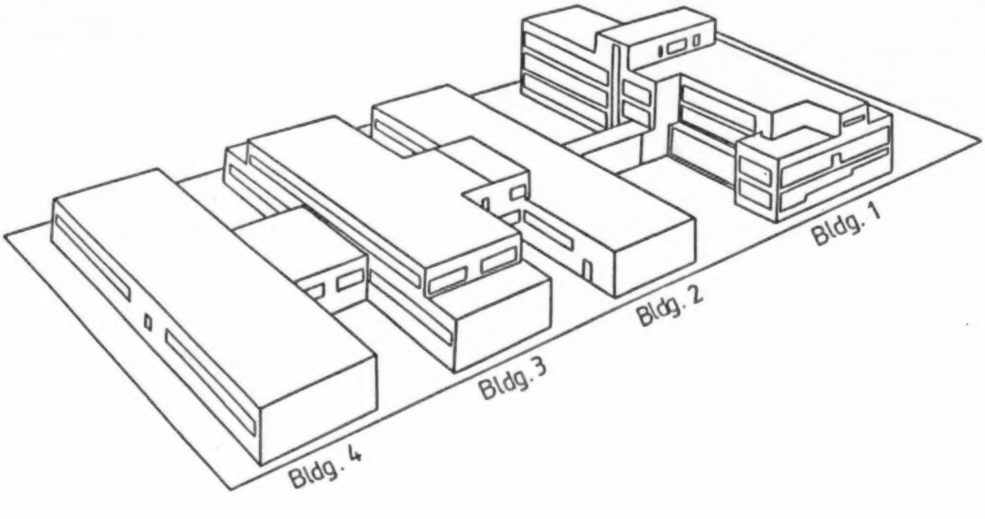
Cost of facilities	1.24%
Salaries - permant staff	7.78%
Salaries of participants and internal trainers	78.56%
Extra duty pay - internal trainers	2.01%
Contracts - free-lance trainers	9.92%
Materials	0.49%
	100%

D6: Facilities

In 1979 a new Training and Development Center was opened at a cost of DM 27.5 million. 10% of the area of the center - 1296 sq. meters - is allocated to the development branch and is used for developmental activities which do not require specialized equipment. Specialized workshops, laboratories and the data processing training facilities, all of which are located in the Training and Development Center, and are primarily utilized for apprenticeship training programs, are also available on an as and when needed basis for developmental activities.



BEWAG Training and Development Center

Furthermore, all BEWAG conference and meeting rooms can be booked by the development branch for use as classrooms. In 1988 a training suite will be installed in the corporate headquarters, which is eleven kilometers from the Training and Development Center, so that courses primarily attended by headquarter's personnel can be conducted locally, thus reducing travel time.

E: Evolution

On December 12, 1927, the forerunner of the present Development Branch was founded: BEWAG school. The goal was to systematically offer employees the chance to improve their basic educational skills, thus improving their chances of better jobs and a more specilialized utilization.

The BEWAG school was inactive during the Second World War, but on June 26, 1946 it was decided that the BEWAG school should open again on September 1, of that year. In the early 1970s BEWAG started conducting management training programs on a systematic basis. In 1973 the BEWAG school and the management development program were combined, attached to the office of the Director of Personnel, and two permanent staff members - an employee development specialist and an employee development clerk - were installed.

In 1980 all training and development activities were centralized in the newly formed Training and Development Division, and at the same time the Development Branch was formed. In February 1981 a new employee development concept was approved by the Board of Directors. During the following two years additional permanent staff were transferred in from other divisions or hired, a program based on the new concept was instituted and the employee development specialists (EDS) were trained both as Employee Development Specialists and as Organizational Consultants.

F: Influences

The following are a few examples of the many internal and external factors which directly or indirectly influence the work of the Training and Development Division and the Development Branch in particular.

- The structure of the BEWAG workforce - age, health, qualifications, etc., - which determines the type of programs which must be offered in order to ensure a supply of qualified personnel.

- Technological developments which have a direct impact on operations and which require the training and development of personnel.

- Laws which require the adherence to specific operating parameters, and which often mean the introduction of new technologies - particulary in the area of environmental protection.

- The strategy and policies of the board of directors which often give emphasis to specific program elements.

- The qualitiy of the state educational system, which often triggers the need for training in basic educational skills to fulfill the prerequisites for program participation.

- The quality of programs offered, which directly influences the interest of possible participants.

- The ability of employee development specialists to build rapport and a trusting relationship with clients, and which serves as the foundation for in-depth problem analysis, which in turn directly influences the services required in support of the problem solving process.

15N/15

- The co-determinatory rights of the work council for all training and development activities as determined by the Industrial Constitution Law (Betriebsverfassungsgesetz), and the influence they exert in the fulfillment of this duty.

G: Other

We believe that one of the tasks of a training and development branch is to help the organization it services to plan for tomorrow in such a way that activities can be introducted today. Because of the natural

15N/16

tension such an approach causes, our program addresses both the technological and relationship dimensions of work.

Although the majority of our work is channelled to improve the technical quality of work performance, both the communications training program and the OD consulting activities have been included in the services we offer to facilitate change while minimizing friction.

We believe strongly that only by paying attention to the way that people work together can effectivness be maintained at an acceptable level.

Face Sheet
World Perspective on Adult Education

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1. Person who prepared this case description

Name Kim Engels, Beatrixe Klein Phone number 06121/528400

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Nation West Germany

2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Women's Museum Wiesbaden - for a new cultural-political education

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). Personal

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

community, museum

6. Basic characteristics of service area

A. regional geographic size (such as square miles or kilometers)

B. 200.000 population (number of people living in area)

C. urban urban/rural (density of population)

15P/1

Cultural Education: Learning in Museum

"Adult Education" often is limited in a narrow view to the training of skills or competencies: operating a computer, speaking a foreign language, handling a new bookkeeping technique. This limitation especially happens in vocational continuing education - although the corporative objectives often state very generally that the aim is the "development" of the people.

Many of the described institutions - Volkshochschule, Work of the Churches, Political Education, but also partly continuing education in vocations and professions - include, more or less intentional parts of general-cultural education. This work follows different aims and ways and offers different contents than courses which train skills. This "cultural" work includes knowledge, but is not aimed to knowledge or skills, but to understanding, valuing, to liberal education and identity learning.

For this other type of learning the educational work of a museum may be an appropriate example. The following case study of a women's museum can illustrate how an active support can be offered to facilitate a personally significant learning activity about one's own being in the world.

15P/2

Case Study 7:

FRAUEN ♀ MUSEUM

Women's Museum Wiesbaden
- for a new cultural-political education

Kim Engels/ Beatrice Klein*

A: Setting

The Women's Museum Wiesbaden has been in existence since November 7, 1984. It is the first and still the only women's museum in West Germany which has taken upon itself the task of not accepting the fact of the lack of women in history, but rather to allow their share and their achievements to be rediscovered and to be documented.

The sponsoring organisation of the Women's Museum Wiesbaden is the Women's Workshop Wiesbaden, Center for Communication and Education. The Women's Museum as well as the Women's Workshop are both independent women's institutions.

B: Outcomes

B1: Goals

It is the life connections of the daily life of the female which builds the basis for all culture and history.

This is a simple truth, but in general thinking no way a foregone conclusion. This truth presupposes a feminist understanding of scholar-

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* The authors are staff members of the Women's Museum of Wiesbaden.

15P/3

ship which does not handle patriarchy and patriarchal structures as a superstructure phenomenon, existing independent from the economical basis.

This history of the daily life of the female is scarcely to found in a book, we heard nothing about it in school and we search in vain for it in museums. Only a place which exists permanently, contains the possibility of bringing this history into general consciousness over a longer period of time. The frequently ascertained disinterest of women and girls in history and politics is no surprise in light of the male transmission of history. To create a historical museum, such a place has to have content and conceptual consequences.

AUSSTEUER

Fleißarbeit
als Brautpreis

A bride's trousseau was the starting capital for the marriage. Because it consisted mainly in linen and was obtained by the bride's labor, it was a visible testimony of her diligence and orderliness. The trousseau did not only have a financial value, but also granted the will and ability of the bride, to invest more unpaid work in the marriage.

15P/4

B2: Benefits

In order to be able to change the given structures of domination and oppression, we women need knowledge of our history, knowledge of our abilities, as well as knowledge of the forms of living of other times, and imaginary worlds which are commen to women of other times and cultures. One, whom in the female interest researches the history of culture, will discover the female part in the patriarchal societies. It is the history of morals, laws, clothing and body language, the symbols and the economy, the history of celebrating festivals, ceremonies and rituals, as well as the tasks of women's daily life.

The search for one's own history means not only finding an identification value which strengthens ones self-consciousness, but it also means at the same time that the historical development of the status quo can be challenged and in light of this background, ones own history can be formed anew.

C: Process

Planning and implementation is the responsibility of the staff of the Women's Museum. There is no hierarchical relationship; the work is accomplished through team-work. The Women's Museum staff members involve their own experiences and programs. That means that we not only bring in our experience of oppression, but rather we change ourselves through our work which includes a lifting of the separation of theory and praxis. It also means that qualifications other than those which are acquired in male academic institutions play a role. Due to their personal life-histories (for example, child care), women are often not in the position to obtain the qualifications which are required in a male context. But this does not exclude that they are in the position to carry out responsible research.

Exhibitions

The object of the exhibitions at the Women's Museum is not to show the "woman" in her different situations of life as object and observation item as still occurs in most of the exhibitions about women today. Much more, each woman who visits the Women's Museum is the active subject of her own history. In the exhibitions, she can experience how her own history joins together with other women, be it in the present,

15P/5

recent or distant past, or the future. To make this possible we work with selected main themes by staging past and present life-worlds of women. Our stagings are not natural reconstructions of realities, but rather approximations with the intention of making the contained interpretation clear. The stagings consist of objects of the female's daily world, photographs, texts, sculptures, paintings, plants and minerals. All objects can be handled and touched without the distance-creating show-cases and barriers (We use show-cases only in exceptional cases). By this the visiting women can change the exhibitions; we also encourage them to add items they find helpful to understand their and other women's life. So the concept and realization of the exhibitions are never entirely completed. Our limited financial resources have up to now restricted our ability to achieve an adequate connection between seeing, touching, hearing and smelling.

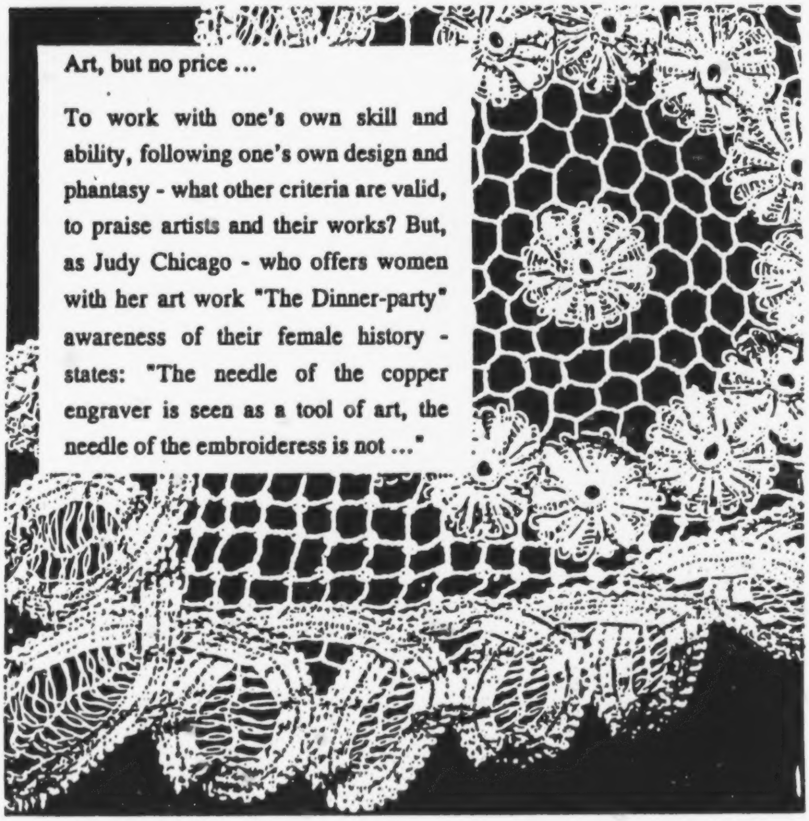
Collection

The objects of a museum which are collected in a traditional manner are a testimony of the dominating male view of history and present. The unique characteristic of our collection is that women are the starting point for everything. We collect:

- objects of daily use (for example, household objects, household appliances, underclothing, clothing, tools, toilet articles ...)
- flyers, newspapers, associations' publications, graphics, posters and wall decorations ...
- original photographs and reproductions
- books: handwritten, hand-painted or drawn, for example: diaries, notebooks, housekeeping books, cookbooks ...
- documents, public papers, ration-coupons from a particular time period.
- pictures, sculptures, drawings, minerals, etc.
- legacies of women's lives, which present the stories of the experiences of individual lives

Archive

In addition to everything else, it is of course important to track down and to save the remains of women's histories which have actually not been eliminated - in books, pictures, films or actual knowledge from women who are still alive. These remains are not very accessible or are not processed, concealed in erroneous judgement and sometimes are found only in contradictory presentations. Therefore we have undertaken the extensive task of looking through existing archives and libraries to collect and order materials in order to establish a new archive in the Women's Museum. An important part of our archive is the tape-archive in which women's reports are stored in the form of interviews.



Art, but no price ...

To work with one's own skill and ability, following one's own design and phantasy - what other criteria are valid, to praise artists and their works? But, as Judy Chicago - who offers women with her art work "The Dinner-party" awareness of their female history - states: "The needle of the copper engraver is seen as a tool of art, the needle of the embroideress is not ..."

Activities

Various activities have accompanied our exhibitions since the opening of the Women's Museum in 1984. We view these activities as a possibility to gain access to actual knowledge and abilities of women. The activities are an expression of history as process between persons. The activities, to a large degree, relate to current exhibitions, draw attention to main points or points of special interest, or reinforce single aspects in presenting additional types of presentations and descriptions. We presently differentiate between the following forms of activities:

- one-time programs in which a single speaker speaks about her personal involvement with a topic.
- weekend seminars and seminar series for women in which the themes and techniques presented in a one-time activity are handled in-depth.
- seminars which accompany the creation of an exhibition which provide women with the opportunity to participate in the process of combining research and exhibition
- excursions
- guided tours through the exhibitions

Research

Research in the Women's Museum is culture research in the interest of the female. It asks questions out of real life contexts of women and for unsolved problems and searches for answers in which women's own life experiences can be integrated (feminist theory of knowledge). Research in this form is interdisciplinary ideological critique. The ideological critique asks about the intercultural and historical comparison of the male and female norms. Such ideological critique also analyzes the ideological implications, the historical conditions out of which nature science arose and the resulting modern worldviews.

Such culture research is the result of interdisciplinary exchanges; it combines data from ethnology, anthropology, religious studies, history, archaeology, the social and natural sciences, geology and biology.

C4: Participation

The Women's Museum publishes a program which twice a year announces the exhibitions as well as the activities. A short description of each program offering allows the visitor/participant to prepare for the program, seminar or exhibition. In addition to the printed program, posters and flyers are circulated shortly before a planned program. Press coverage reinforces the exhibitions, programs or the Women's Museum in general. For example, we experienced enthusiastic interest in the form of information requests, visits, references, support and even an increase of donations after the publication of a magazine report about the Women's Museum. Person to person propaganda can also be seen as an important means of advertising.

D: Input

D1: Participants

The visitors' interest has steadily increased during the last 3 1/2 years. Four to six exhibitions per year are normally presented at the Women's Museum with an approximate attendance of 12,000 local and foreign visitors.

The tours offered by the Museum are used by various groups including women's groups with special interests, clubs, trade groups and school classes.

There are also the various activities previously mentioned (see "Activities") which offer opportunities for in-depth discussion.

D2: Needs

See part A and B

D3: Staff

The Women's Museum employs three full-time and one part-time staff members, as well as approximately 14 free-lance workers for each half-year program.

D4: Contents

Per year we offer approximately:

4 - 6 exhibitions
8 - 10 seminars
10 - 12 tours (per month)

The archive and library are frequently used. The time plan of this program concept is as follows:

- exhibitions run six months
- during this period of six months, related activities take place, including weekend seminars.

The following examples from our present program may act as a means of clarification:

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Exhibition:

Stone Age - Women's Age - the Women in Pre-history. A presentation of original copies of statues of women, idols, engravings, etc.

Pictures of a Search - an exhibit which presented the excavation site of the displayed statues of women using the Stone Age temples of Malta and Gozo as examples. The exhibition was at the same time a personal trip through the Stone Age.

Slide-lecture "Woman and Pre-history" - viewing and explanation of pictures, figures, tools and remains of villages in light of the question: characteristics of early images of women and the background of human conditions of life during the Stone Age.

Seminars:

Women and Pre-history (weekend seminar)

The hidden powers of crystals and stones - Analogies to the human soul. (weekend seminar)

D5: Finances

The Women's Museum receives financial support from the state of Hessen and the city of Wiesbaden. Additional income sources are: entrance fees, participant fees as well as contributions. The state and city funding must be applied for anew each year; the amount and the approval is uncertain.

D6: Facilities

The Women's Museum is located in the center of Wiesbaden. The facilities (with a total of 200 sq.meters) are characterized mainly by the exhibition room which was originally designed as an office: due to its exhibition space and flexibility, the space is well suited for exhibitions. The museum office is set apart from the exhibition space. An additional basement and a classroom are used as archive. The existing space has however already become inadequate, so that a larger, more suitable facility is being sought.

E: Evolution

There have been two focal points at the Women's Museum since its opening in 1984:

1. Women in the Wiesbaden city history
2. Basic research concerning women as the carriers of culture.

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These focal points are repeatedly taken up and examined from different angles and made accessible to the museums visitors. This process is, however, not about a resigning lament from women as the eternal victim nor an idealization of female forms of production and values. Much more we try to support the perception of what is affected or not affected by women and to find explanations for the 'why' and 'how'. The extensive search presents difficulties because neither the recent past of the everyday life and work of the women of Wiesbaden, nor material about women in world history, have been collected and filed in the way in which it has been done for example with male contemporaries. Often a source tells us in a side comment if at all, what we are looking for.

Necessity, contents and tasks of a Women's Museum are still subject to discussion. On the one hand we museum workers receive a clear feedback, and valuable impulses, which become visible in the manner in which an exhibition is presented and how the contents are dealt with. An additional effect of the discussion consists in an immediate change of the exhibition through the individual woman. Also, actual societal events can be taken up and processed in light of this background. A complexity which is not to burden but unburden and through which transformations often assumes a threatening clearness. "Tschernobyl - everyday in the kitchen" may serve here as an example.

F: Influences

The so-called social image, the public consciousness, was most of all affected by women from the autonomous women's movement who started to make women's history more recognizable and who shook up the tradition status of women in the 1960ies.

The publication of the results of the women's research brings forth - beyond the circle of the women's movement - great interest. The discussions which were started by the autonomous women's movement have up to today not been silenced and continue to effect, political, societal and socio-cultural changes.

Through the work in the Women's Museum, we attempt to document these activities, as well as to influence through this work, these changes.

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GUIDELINES

Project Plan
4/88

A WORLD PERSPECTIVE:
AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

For additional information, contact:

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

   3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
   4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.